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AN ANALYSIS OF THE STUDENTS' NEEDS IN ENGLISH LEARNING FOR THE STUDENTS OF STT MIGAS CILACAP

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Abstract

Needs analysis plays a vital role in the development of English for Specific Purposes (ESP) program because it is through this learning needs analysis that information about students' wants, needs, and gaps in their English learning can be identified. This research aims to identify the English learning needs of STT Migas Cilacap Students. The majors are Petroleum Engineering, Occupational Safety and Health, and Oil and Gas Processing. A questionnaire was used as a data collection instrument, which was distributed to 45 students of STT Migas Cilacap. Besides, student interviews will also be done in this research to support the data results. The results of this learning needs analysis show that the main goal of students learning English is to support their self-development and communication with foreign speakers. Therefore, they place more emphasis on speaking skills. Although other language skills are also considered important to be developed, all of them must be in line with their professional career development. Then, they prefer to study by doing exercises in English learning. After that, their difficulties in English learning are in grammar and speaking fluently. They often to do exercise in writing and speaking so they can speak fluently with the correct grammar. It is hoped that the results of this learning needs analysis can be used as a guide in the development of English teaching materials for STT Migas Cilacap students.

Keywords: Learning Needs Analysis, ESP, university students

Abstrak

Analisis kebutuhan memainkan peran penting dalam pengembangan program Bahasa Inggris untuk Tujuan Khusus (ESP) karena melalui analisis kebutuhan pembelajaran inilah informasi tentang keinginan, kebutuhan, dan kesenjangan mahasiswa dalam pembelajaran Bahasa Inggris mereka dapat diidentifikasi. Penelitian ini bertujuan untuk mengidentifikasi kebutuhan pembelajaran Bahasa Inggris Mahasiswa STT Migas Cilacap. Jurusan yang dituju adalah Teknik Perminyakan, Keselamatan dan Kesehatan Kerja, dan Pengolahan Minyak dan Gas. Kuesioner digunakan sebagai instrumen pengumpulan data, yang disebarakan kepada 45 mahasiswa STT Migas Cilacap. Selain itu, wawancara mahasiswa juga akan dilakukan dalam penelitian ini untuk mendukung hasil data. Hasil analisis kebutuhan pembelajaran ini menunjukkan bahwa tujuan utama mahasiswa belajar Bahasa Inggris adalah untuk mendukung pengembangan diri dan komunikasi mereka dengan penutur asing. Oleh karena itu, mereka lebih menekankan pada keterampilan berbicara. Meskipun keterampilan bahasa lainnya juga dianggap penting untuk dikembangkan, semuanya harus sejalan dengan pengembangan karier profesional mereka. Kemudian, mereka lebih suka belajar dengan mengerjakan latihan dalam pembelajaran Bahasa Inggris. Setelah itu, kesulitan mereka dalam pembelajaran Bahasa Inggris adalah pada tata bahasa dan berbicara dengan lancar. Mereka sering berlatih menulis dan berbicara agar dapat berbicara dengan lancar dan tata bahasa yang tepat. Hasil analisis kebutuhan pembelajaran ini diharapkan dapat digunakan sebagai panduan dalam pengembangan bahan ajar bahasa Inggris bagi mahasiswa STT Migas Cilacap.

Kata kunci: Analisis Kebutuhan Pembelajaran, ESP, mahasiswa universitas

1. INTRODUCTION

In today's world, where everything is connected globally, English has become the main language used in many industries, including the oil and gas industry. This industry is known for being very technical and working with people from different countries, so it needs people who can communicate well, both in speaking and writing. Having good English skills is very important because it helps professionals understand technical documents, safety rules, industry standards, and talk with people from all over the world.

STT Migas Cilacap is a school that focuses on training people for the oil and gas industry. It

offers programs like Petroleum Engineering, Occupational Safety and Health, and Oil and Gas Processing. When these students graduate, they are ready to work in the field. However, there is a problem. The English lessons taught at the school may not be matching what employers actually need. This can make it harder for graduates to get good jobs. The department in charge of these programs needs to develop teaching materials that are tailored to the students' needs and the goals of their studies.

Because English for Specific Purposes (ESP) was created for students studying specialized fields, it has become an important part of learning English. ESP is a teaching approach that focuses on helping students use English in their specific area of study. It is believed that having strong ESP skills can help students improve their knowledge and performance in their field.

ESP educational materials are developed through a requirements analysis to identify the needs of the students. The process of designing an ESP course starts with a needs analysis, which is also a crucial step. According to [1], needs analysis involves collecting information that serves as a foundation for creating a curriculum that meets the specific learning needs of a particular group of learners. Linguists and English language learning practitioners agree that needs analysis, along with information and data analysis, is essential in developing ESP teaching materials. It helps in setting clear learning objectives and provides a guide for creating an English learning program that is relevant to students' real learning needs. Additionally, according to Kaufman, et al (1991) as cited in [2], needs analysis involves determining and identifying three aspects: (1) needs, which are the knowledge, skills, and character that students must acquire because they are necessary for them; (2) wants, which are the knowledge, skills, and character that students would like to learn and master if given the opportunity and time; and (3) lacks, which refer to the gap between what students currently know and what is expected of them. In summary, needs analysis is a method for identifying the exact linguistic features and skills that students require; this information

forms the basis for developing a curriculum.

Needs analysis has been widely studied and researched over the past few decades. Many scholars have proposed various models and methodologies of needs analysis, some of which have significantly influenced the development of ESP. The models and methods introduced by earlier researchers, ranging from the simplest to the most complex, were compiled by Kothawalala et al. (2015) as mentioned in Febrianti (2017), which is cited in [3], and are explained below:

Table 1 Need Analysis Models

No	Model	Researcher
1.	Register Analysis	Peter Stevens, Jack Ewer, John Swales (1960s and 1970s)
2.	Communicative Processors Need	John Munby (1978)
3.	Deficiency Analysis	West (1997), Brindley (1989)
4.	Learner-Centered Need Analysis	David Nunan (1988)
5.	Target Situation Analysis	Hutchinson & Waters (1987)
6.	Critically Aware Need Analysis	Holliday & Cooke (1982); Slinker (1979); Swales (1990); Tudor (1997); Douglas (2000); Murray & McPherson (2004); Jasso-Aguilar (1995, 1998); Carter-Thomas (2012); Huhta, Vigt & Ulkki (2013)
7.	Right Analysis	Benson (1989); Goer (1992); Smoke (1994); Leki (1995); Prior (1995); Spack (1997); Benesch (1999, 2001); Dudley Evans & St. John (2001)
8.	Stakeholder Need Analysis	Jass-Aguillar (1999); Long (2005); Cheng (2011); Belcher & Lukkarila (2011); Paltridge & Starfield (2013); Huhta, Vogt & Ulkki (2013)

The goal of this study is to examine the English language learning needs of students at STT Migas Cilacap. This needs analysis is intended to clearly identify and outline the following: (1) the learning goals set by the students; (2) the specific English language skills and elements that are necessary; (3) the main objectives students have for enhancing their abilities in speaking, listening, reading, and writing in English; (4) the methods used in English language learning; and (5) the difficulties students face while learning the language. It is expected that the results of this analysis will form the basis for developing an English language education program that aligns with the educational needs of these students.

2. METHODS

Research Technique

This study employs a qualitative methodology and descriptive analysis. Interviews and questionnaires were used to gather data. This data collection method involves students from the Petroleum Engineering, Occupational Safety and Health, and Oil and Gas Processing programs at STT Migas Cilacap.

Research Procedure

The following steps were taken to conduct the needs analysis: first, a questionnaire was developed using tools and instruments suitable for this purpose. Next, the questionnaire was distributed online, and respondents were interviewed. When completing the questionnaire, respondents were asked to choose one option from several provided choices. They were also allowed to select multiple answers if applicable. Data was collected from both the student responses and the interview records. The gathered data was then organized and categorized. This data was used to identify the English language learning needs of the students. Finally, conclusions were drawn about the English learning profile that would be most suitable for tourism students.

3. RESULTS AND DISCUSSION

The information gathered via the questionnaire and interviews that contain of information on their needs for English learning.

3.1 Results

An explanation of the needs of students in learning English

The learning needs profile of the students should act as a guide for the English lecturer when creating instructional materials. To achieve the desired learning outcomes, these materials will enhance students' motivation by addressing their specific needs. The learning requirements of students in the tourism department regarding the study of English are outlined below.

Table 2 Main Goals of Students Learning English

Learning Goal	Number	Percentage
Self-development	32	71.10%
Supporting lectures and other academic activities	20	44.40%
Studying/working abroad	22	48.90%
The need to apply for jobs at foreign companies after graduation	19	42%
Communicating with foreigners both orally and in writing	25	55.60%
Traveling/vacationing abroad	10	22.20%

Source: authors' data documentation

The main goals that English language learners aim to achieve are outlined in Table 2. Based on the feedback, the most important objective for students is developing English skills on their own, with 71.10% of them prioritizing this. This is the most important result, showing that students see English proficiency as a crucial ability for their personal development and future prospects. Another major goal is communicating with people from other countries, both in speaking and writing, selected by 55.60% of the students. This reflects a strong need for real-life interaction, indicating that students value practical communication more than just learning the language theoretically. Other important goals include studying or working abroad, which was chosen by 48.90% of students, and assisting in lectures and other academic activities, selected by 44.40%. These findings show that students are motivated by academic and career opportunities, viewing English as a key tool for international opportunities and

success in higher education. Other goals, such as applying for jobs at foreign companies (42%) and traveling or taking vacations abroad (22.20%), were less common. The lower percentage for traveling may indicate that while there is an interest in global experiences, it is not as important as career and academic ambitions.

According to [4], integrative motivation is connected to a student's interest in the target language community. This type of motivation is based on the student's personal reasons for learning the language. Additionally, the students' interviews showed that they learn English to enhance their skills for future opportunities. This indicates a positive view of the language as a useful and important resource.

The primary goal of developing language skills

Students have different goals when learning English. The main learning objectives can be divided into three categories: 1) using English in spoken form across various real-life communication situations; 2) creating English sentences and writing them quickly and efficiently; and 3) understanding written English texts through methods like scanning, skimming, and other reading strategies. Even though these are the main objectives, students mentioned that the following best represents their main focus for improving their language skills.

Table 3 Students' Priority Language Skills

Language Skills	Number	Percentage
Speaking	38	84.40%
Listening	25	55.60%
Reading	21	46.70%
Writing	21	46.70%

Source: authors' data documentation

The results from Table 3. Students' Priority Language Skills highlight a strong preference for productive skills, particularly speaking. Speaking is the highest priority, selected by 84.40% of students. This is a crucial finding, as it directly relates to the students' primary goal of "communicating with foreigners." It shows that students prioritize the ability to actively use the language in real-world interactions. Listening is the second priority at 55.60%, which is a receptive skill but is essential for

effective oral communication. Reading and Writing are tied for the lowest priority, both at 46.70%. While important for academic and professional tasks, their lower ranking suggests that students feel a more urgent need to improve their conversational skills first.

According to [5], the Communicative Language Teaching (CLT) approach has significantly changed the way foreign languages are taught by focusing more on fluency, interaction, and practical communication rather than on memorizing facts or practicing grammar exercises. Additionally, the students' interviews revealed that they see English as a useful tool for communication in both professional and academic settings. The students clearly prefer speaking over reading and writing, suggesting they want a curriculum that emphasizes real-life communication and interaction rather than just grammar and literary study.

The primary focus of students is on language components

Studying grammar is considered an important part of needs analysis in language learning. Grammar skills are seen as essential. Grammar topics are not only difficult to remember and understand, but ensuring accurate communication is also very important. Vocabulary is another key area. Students often have trouble with word choices, especially when dealing with different verb forms related to tenses. The study includes slang and common expressions because English speakers often use these. However, they can be confusing for people who are not familiar with them. Pronunciation is also a significant challenge. It can be very hard to know how to pronounce certain words in English, and many learners find it difficult to pronounce some English words correctly. The following outlines the language-related difficulties that the children are facing.

Table 4 Language Elements Problems Faced by Students

Language Element	Number	Percentage
Grammar	26	57.80%
Vocabulary (including everyday language and expressions)	33	73.30%
Pronunciation	23	51.10%

Source: authors' data documentation

Based on Table 4. Language Element Problems Faced by Students identifies the specific linguistic challenges students encounter. The findings show that students struggle most with vocabulary. Vocabulary is the most significant problem, with 73.30% of students reporting issues. This includes everyday language and expressions. This problem is particularly relevant given the students' primary goal of "communicating with foreigners," as a limited vocabulary directly hinders effective conversation and comprehension. Grammar is the second most common problem at 57.80%, and Pronunciation follows at 51.10%.

The findings from [6] indicate that for students to communicate effectively, they need the appropriate tools, specifically vocabulary. The high level of vocabulary difficulties matches the Lexical Approach to language teaching, introduced by Michael Lewis in 1993, as cited in [6]. This method emphasizes that language is composed of lexical chunks, such as collocations, fixed expressions, and idioms, rather than focusing solely on traditional grammar rules. The data show that students are not just missing individual words, but also the skill to use them in natural and meaningful ways, which is essential for real communication. This highlights that teaching focused only on grammar may not adequately prepare students for practical language use. Additionally, students mentioned that they learned some new vocabulary through watching English movies, listening to music, and following podcasts.

Objectives of Language Skill Development

Learning objectives clearly define the knowledge students should have, the skills they should develop, and the positive traits they should display. They also highlight the new knowledge, skills, and character qualities that students are expected to have, master, and show after completing a learning activity. In this context, the aim of teaching a foreign language is to help students show what they have learned through the four key language skills: speaking, listening, reading, and writing.

Table 5 Goals of Developing Speaking Skills

The data from Table 5. Goals of Developing Speaking Skills provides a more detailed look into students' priorities for oral communication. The results strongly indicate a focus on interactional competence, a key concept in communicative language teaching. The top goal is interacting with colleagues (73.30%), which includes classmates, lecturers, and co-workers. This highlights that students prioritize using English in a professional and social context. The second-highest goal is pronouncing words correctly (66.70%), followed by asking and answering questions (64.40%). This suggests that students want to be understood and participate effectively in conversation. The lower priority given to more formal activities like engaging in discussion activities (37.80%) and giving presentations (35.80%) may imply that students feel a more urgent need for practical, everyday conversational skills.

These findings support the Communicative Language Teaching (CLT) approach, which focuses on the idea that the main aim of language learning is to build communicative competence, rather than just mastering grammar. CLT integrates several key language concepts such as sociolinguistics, functional linguistics, semantics, and pragmatics. Using this approach, learners are encouraged to develop their ability to use the language effectively in real and meaningful situations [7].

Table 6. Goals of Developing Listening Skills

Goal	Number	Percentage
Understanding the content of presentations, lectures, or speeches	30	66.70%
Understanding conversations and explanations to get certain information	39	86.70%
Understanding commands and instructions	25	55.60%
Understanding the content of daily conversations	22	48.90%
Listening to and understanding audio-video material in English (e.g.: news	29	64.40%

broadcasts, songs, movies, etc.)

Source: authors' data documentation

The results from Table 6. Goals of Developing Listening Skills show that students prioritize listening for specific, practical purposes, aligning with their overarching instrumental goals. The top goal is understanding conversations and explanations to get certain information (86.70%). This is a critical finding, as it highlights a need for transactional listening, where the purpose is to complete a task or obtain specific information. This is distinct from listening for general social purposes. Other high-ranking goals include understanding presentations, lectures, or speeches (66.70%) and listening to audio-video material (64.40%). The emphasis on understanding information from different sources (academic, professional, and media) reinforces that students see listening as a functional skill for learning and daily life, not

Goal	Number	Percentage
Pronouncing words and phrases, and sentences accurately and correctly	30	66.70%
Asking and answering, and performing information transactions in English	29	64.40%
Interacting with colleagues (including classmates and lecturers, co-workers and superiors, business partners, and clients or consumers)	33	73.30%
Engaging in discussion activities	17	37.80%
Giving presentations in English	16	35.60%

just for casual conversation. Besides, the students said that listening skills should be improved because if they make a mistake in listening, it will give a different meaning. So, they should train themselves to improve their listening skill.

The findings from [8] indicate that using suitable media, like podcasts, in the teaching process can help improve students' performance and create a more effective learning environment. Every study included in the review found that podcasts were successful in enhancing students' listening

abilities. This aligns with the importance of encouraging responsible use of social media and achieving a good balance between using these platforms for fun and for learning, as highlighted in [9]. Therefore, developing listening skills is crucial for understanding the messages that others communicate.

Table 7 Goals of Developing Reading Skills

Goal	Number	Percentage
Getting certain information from a text	30	66.70%
Interpreting words/terms/phrases in the text	24	53.30%
Searching for and getting information, references, and other references needed from the internet	29	64.40%
Understanding the content of lecture handouts, reference books, and other scientific writings.	27	60.00%
Understanding the content of texts in magazines and newspapers, both online and offline	19	42.20%
Understanding the content of recreational texts in novels or short stories	13	28.90%

Source: authors' data documentation

The data from Table 7. Goals of Developing Reading Skills indicate that students prioritize reading for academic and informational purposes. The top goal is getting certain information from a text (66.70%), followed closely by searching for information from the internet (64.40%). Other high-ranking goals include understanding lecture handouts and scientific writings (60.00%). This suggests that students view reading as a skill-for-purpose, rather than a recreational activity. The lowest-ranking goal understands recreational texts (28.90%), which reinforces their pragmatic, instrumental approach to learning. Besides, the students are often required to read articles, journals, and novels to improve their reading skills. Students are not just decoding words but actively using

their existing knowledge to extract specific information, which is a key component of academic reading. These findings are related to [10] that is recommended for the teachers to encourage students to utilize the library for reading purposes and assign additional reading material to foster a stronger reading habit among students.

Table 8 Goals of Developing Writing Skills

Goal	Number	Percentage
Writing sentences correctly	34	75.60%
Revising sentences to be more accurate and precise	30	66.70%
Writing paragraphs	18	40.00%
Writing various forms of essays/articles/and reports	26	57.80%
Correcting and revising a writing	21	46.70%

Source: authors' data documentation

Based on the provided data, I will describe the questionnaire results for your journal on the English language learning needs of university students. The data includes three tables: main learning goals (Table 2), specific writing skill goals (Table 8), and preferred learning activities.

The results from Table 8 showed that the Goals of Developing Writing Skills highlight that students prioritize grammatical accuracy and revision over producing longer texts. The top goal is writing sentences correctly (75.60%), followed by revising sentences to be more accurate (66.7%). This suggests that students focus on the foundational mechanics of writing. The lower percentages for writing paragraphs (40.00%) and correcting and revising a writing (46.70%) indicate that they may feel less confident in these more complex tasks. The goal of writing various forms of essays/articles/reports (57.80%) is important, but still ranks below basic sentence-level accuracy. Besides, the students stated that they improve their writing skills to write the correct sentence. So, they can write the article, journal, and report in the correct sentence. This finding is consistent with Process-Based Writing Theory [11] states that the result of the study is that an English

teacher uses a five-step process-based approach in teaching writing, namely: pre-writing, compiling, revising, editing, and publishing. Then, there are three indicators, namely: lack of a process-based approach, teaching ability, and teaching habits. This suggests that students' development of vocal communication skills is supported by their writing abilities. They don't need to be able to compose paragraphs, essays, reports, or articles.

Table 9 Students' Learning Method

Goal	Number	Percentage
Lecture	0	0.00%
Giving exercise	14	31.80%
Class discussion	10	22.70%
Role play	5	11.40%
Doing a group assignment	1	2.30%
Doing an individual assignment	2	4.50%
Song/Film/game	12	27.30%

Source: authors' data documentation

Based on the data provided, the students' preferred English learning methods are primarily active and interactive. The most popular method is giving exercise, chosen by 31.80% of students. This is followed closely by Song/Film/game, which accounts for 27.30% of the responses, and Class discussion at 22.70%. Methods requiring less interaction, like doing group assignments (2.30%) and doing individual assignments (4.50%), are the least popular. Notably, no students chose the traditional Lecture method. The low interest in lectures shows a clear rejection of traditional, passive learning in favour of more engaging, hands-on methods. This research is in line with [12] stated that the students' perspective after experiencing Task-Based English Teaching in the English lessons also demonstrates a significant change, resulting in students' higher self-confidence in speaking. Besides, the students stated that doing exercises of the English language skills is very important. They practiced speaking so that they could improve their confidence and fluency in speaking. They also listen the music to improve their ability to understand the information. Then, they read the journal and, novel to get new vocabulary and enhance their

reading comprehension ability. After that, they practiced writing the correct sentences.

The needs analysis gathered information on students' learning challenges in addition to their top learning objectives for English. The factors that can impact a person's capacity to learn the necessary knowledge and skills are known as learning problems. A description of the learning challenges that students encounter is provided below:

Table 10 Students' Learning Difficulties

Difficulty	Number	Percentage
Limited vocabulary	24	53.30%
Not understanding the grammar that should be used	26	57.80%
Unable to pronounce and grasp words/terms/phrases correctly and accurately	23	51.10%
Unable to write sentences using sentence constructions, and able to convey information accurately and correctly	19	42.20%
Unable to speak fluently	26	57.80%
Unable to grasp and understand spoken sentences in conversations correctly.	16	35.60%

Source: authors' data documentation

Based on the data provided, the students' greatest learning difficulties are with grammar and speaking fluency. Each of these difficulties represented (57.80%) of the total respondents. Limited vocabulary is the third most common issue (53.30%), followed by pronunciation (51.10%). Difficulties with written sentence construction affect (42.20%), and problems understanding spoken English are the least common difficulty (35.80%). Based on the interview, the students stated that they found it difficult to speak fluently and grammar. It is because the learners' native language is different from the target language. If the grammatical structures of the students' native language are significantly different from English (e.g., word order, verb tenses), they will likely struggle to use English grammar correctly. The finding is in line with

[13] that linguistic problems included confusion in tense usage, a lack of grammar understanding, and difficulty in selecting appropriate vocabulary. Psychological issues encompassed feelings of nervousness, lack of confidence, fear of making mistakes, and the fear of being laughed at. Furthermore, insufficient practice emerged as an environmental factor contributing to speaking difficulties.

3.2 Discussion

This study aims to identify the learning needs for English for Specific Purposes (ESP) among students at STT Migas Cilacap. The findings indicate that students mainly study English to support their personal growth and to interact effectively with foreign speakers in the future. This aligns with the study by [14], who concluded that mastering English is essential for college students, as it significantly impacts their academic, professional, and personal progress. Therefore, enhancing spoken communication skills is the primary focus when learning English. Speaking is considered the most vital skill in learning and teaching foreign languages because it forms the basis of communication and is also the most challenging skill (Khan et al., 2018; Shadiev & Yang, 2020; Onishchuk et al., 2020), as noted in [15]. Additionally, students face difficulties with vocabulary. They feel they lack sufficient vocabulary, which hinders their ability to speak English fluently. According to Arin (2017), as cited in [3], research shows that language components such as grammar, pronunciation, and vocabulary must be used to support speaking skills. This conclusion matches the study's findings.

Students at STT Migas Cilacap believe that increasing vocabulary mastery, including understanding and using a variety of slang and common language, should be a key priority, along with having strong grammatical knowledge. At the same time, most students emphasized that good listening skills are essential for effective communication. As a result, they see writing as one of the areas they need to develop in their English proficiency. A similar Needs Analysis study by [16] also highlights the importance of improving listening skills, in addition to speaking skills. Based on the needs analysis,

the main goal of helping students improve their writing and reading abilities is to enhance their verbal communication.

Students emphasized that creating accurate and complete sentences is the main objective of their writing skill development. This aligns with the findings of Lili (2015), as cited in [3]. She argues that writing assignments, especially those with free topics, help students expand their vocabulary and improve their understanding and application of grammar, which in turn supports their verbal communication abilities. Moreover, students do not place much importance on academic writing assignments like paragraphs, essays, reports, or articles as urgent.

4. CONCLUSION

It is essential to develop an English curriculum that aligns with the individual learning needs of students. Before designing effective lesson plans and teaching materials, English lecturers must assess their students' needs, preferences, and areas of weakness. This process ensures that the instruction provided is tailored to meet each student's specific requirements. Consequently, the creation of English teaching resources for a particular purpose can incorporate the unique insights gained from the needs analysis conducted in this study.

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