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ENHANCING ENGLISH FOR NURSING: A COMPREHENSIVE NEEDS ANALYSIS FOR EFFECTIVE COMMUNICATION IN EMERGENCY NURSING STUDY PROGRAMS

Handayani. SB
Akademi Keperawatan KesdamI/BB Padang
email: handayani1976sofyan@gmail.com

ABSTRACT

This study delves into the needs analysis of English for Nursing courses tailored to students enrolled in nursing study programs with a focus on emergency characteristics. The investigation encompasses both target needs and learning needs, emphasizing the specific language requirements in the nursing field. English for Nursing falls under the domain of English for Specific Purposes (ESP), designed to cater to learners' specific language needs, fostering more effective and comprehensive teaching and learning. By aligning English instruction with the demands of the nursing discipline, non-English program students will gain familiarity with English tailored to nursing contexts. The ESP approach aims to address the specific language acquisition challenges faced by learners with distinct objectives. Data collection involves questionnaires administered to 45 students and direct interviews with emergency nursing lecturers. Findings reveal the significance of learning English for improved communication within the context of conversations or practical applications. The identified English materials concentrate on terms relevant to nursing study programs, particularly those associated with emergency characteristics, becoming the focal points of instruction. Additionally, materials focusing on enhancing listening and speaking skills emerge as key priorities in the learning process. The outcomes of this study are anticipated to serve as a valuable reference for the design and development of syllabi, specifically tailored to English for Nursing courses.

KEYWORDS: English for nursing, need analysis, emergency nursing

INTRODUCTION

English in the nursing field has more difficult terms than general English because it is related to medical language which not many people know. In addition, the variety and meaning of English terms in the nursing field is very complex and general requires special understanding because it is related to applications in the world of work. English learning is adjusted to the specifications of learning outcomes. The characteristics of the study program at Akper Kesdam I/BB Padang which is oriented towards emergency nursing also have a lotof impact on the determination of teaching materials, this causes the selection of teaching materials to be adjusted to the needs of English for emergency nursing.

Proficiency in English is not only an additional skill, but also an essential need in the current era of globalization that is experiencing turmoil (Riwayatiningsih et al., 2021). More than just being a tool for international communication, English involves a more profound role as a window into the wide world. By mastering this language, one can not only communicate effectively on a global level, but also open the door to the latest global treasures of knowledge, information and technology. Solicha (2020) states that in the rapidly changingglobal dynamics, the role of English is becoming increasingly important in preparing for various challenges, especially in the health sector. This language is key in understanding the latest research, medical protocols, and global health information. A person who is

able to communicate effectively in English can gain easier access to international health resources, facilitate information exchange between countries to respond to emergency situations, andactively participate in global forums to improve overall public health.

Nursing English, which is included in the English for Specific Purpose (ESP) learning family, is also divided into several specifications according to the learning outcomes applied, one of which is English for Emergency Nursing. English language skills in the world of nursing with the context of emergency will certainly be something that needs specialattention. The use of vocabulary, is expected to not only be applied in general nursing conditions, but also specialized in the context of emergencies.

Hijuelos-Cruz, Medina-Carballosa and Perez-Almaguern (2020) argue that English for specific purpose (ESP) learning is an approach to learning English where the things taught and the teaching methods are based on the reasons why the learners want to learn English. It can be concluded that, ESP or English for specific purposes is an approach in teaching and using English for specific fields and studies that are in accordance with the needs of the fields of science and professions of English users. The fields of science and profession are for example English for law, medicine, psychology, engineering, economics and so on. It is intended to prepare learners to use English either for academic purposes, professional or work environment, and program design based on needs analysis. Ibrahim (2019) further states that there are three main characteristics of ESP, namely 1) ESP is goal-oriented learning. In this context, learners learn English not for the reason of wanting to know the language as a language and the culture contained in it, but learners learn ESP because they have specific, particular and specific goals in the academic and professional fields with one another. In this context, learners learn English not for the reason of wantingto know the language as a language and the culture contained in it, but learners learn ESP because they have a specific, particular and specific purpose in the academic and professional fields with one another. 2) The substance of ESP is designed and developed based on the concept of need analysis. The concept of needs analysis aims to specialize and relate and bring closer what learners need in both academic and professional fields. 3) ESP is aimed more at adult learners than children or adolescents because ESP is generally taught at secondary academic and professional working levels. Looking at the definition and characteristics of ESP learning, there are many benefits that will be obtained by students after participating in the learning.

As a General Basic Course in non-English study programs, the learning direction should be different from English in English study programs. The topics and terms used should be adjusted to the majors of the study program. The needs of non-English program students need to be analyzed and found English that suits the interests and needs ofstudents. This will have implications for what materials and how learning methods are implemented in the teaching process (Zhou, 2018). While the common thing is the application of General English as the teaching material. This is not necessarily in accordance with the field of science that students are studying.

Emergency situations in the world of nursing, require maximum readiness from thecommunity in communicating and coordinating. According to Melati et. al., 2023 in the context of coordination and communication in this emergency, effective English language skills become a crucial aspect to ensure understanding of information, instructions, and coordination needed during health emergency situations. Previous research shows that conventionally presented English learning materials are often unable to accommodate the specific needs in dealing with health emergency situations. Therefore, it is necessary to develop contextualized learning materials, in accordance with the needs of health emergency situations, in order to improve people's English language skills in this context.

In the process of emergency nursing for global needs, mastering English not only enables one to communicate fluently with the international community, but also to access the latest literature, research, and information sources. Napsawati (2020) states it is a window that opens access to the world of science and technology, allowing individuals to be actively involved in the development of knowledge and innovation. In an era where information is growing rapidly, the ability to understand, evaluate, and apply information obtained through English is becoming increasingly important in the context of science and technology development. In addition, English proficiency also creates opportunities to engage in global dialog, cross-cultural discussions, and exchange of ideas. This not only enriches individual experiences, but also broadens views and understanding of global issues. Thus, English becomes a form of intellectual power that allows one to not only keep up with global changes, but also actively contribute to shaping the future of a more sustainable and globally connected world.

Dealing with the information above, Febriyanti (2017) found that placing student needs must be the focus of an approach that leads to English for Specific Purposes (ESP) where students and their needs become the main consideration in determining the processand direction of learning so that the achievement of teaching objectives can run effectively and efficiently. Several studies related to need analysis have been conducted, which have conducted a study of learner English need analysis in non-English study programs. Some ofthese studies are important references for researchers to further examine the conditions ofstudents in nursing study programs who have not yet implemented ESP-based English learning as a whole, especially emergency nursing. Researchers need to conduct a need analysis to find and describe the English language needs of nursing students with emergency characteristics.

NEEDS ANALYSIS IN ESP

Needs analysis has always been synonymous with English for Specific Purposes, which is the process of teaching and learning English that is more focused on a particular discipline, profession or occupation. The teaching is designed according to the learners andtheir purpose for learning English. English Specific Purpose learners are usually adults whoalready have some basic English skills and learn the language to perform activities related to a particular profession. English Specific Purpose focuses more on language in context rather than grammar and language structure. Farah (2021) states that an important point of English Specific Purpose is that English is not taught as a subject separate from the learner's daily life, but rather integrated into their learning.

A needs analysis is an attempt to find out the difference or gap between what students already know and what they want to know. (Nation and Macalister, 2010) outlinedthe definition of needs analysis as directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. Needs analysismakes sure that the course will contain relevant and useful things to learn.

In a needs analysis there are at least several things to pay attention to:

1. determining the objectives of the needs analysis,
2. designing material in a subject,
3. needs analysis is needed to evaluate whether students already know and what they want to know, and
4. the material to be taught includes things that are relevant and useful to learn.

There are two types of needs: target needs and learning needs. The former identifieswhat the student or learner needs to do in a particular situation. From the linguistic dimension what is needed to achieve certain language learning, communication goals. Robinson (1991) in Hijuelos-Cruz (2020)

in outlining the elements of needs analysis there are target needs: necessities, lacks and wants. defines 'learning needs are ...what the learners need to do in actually acquiring the language'. In language teaching, needs analysis is closely related to English for Specific Purposes (ESP) which is an approach to curriculum design that begins with the question of why learners need to learn English.

To identify the needs of EFL English foreign learners, several forms of analysis are carried out:

1. Target situation analysis (TSA) which refers to what students need to do which includes needs, deficiencies and desires. Necessities mean what the learner should know, lacks are used to refer to the gap between the learner's current proficiency and what the learner doesn't know, and wants represent what the learner wants to learn.
2. Analysis of the current situation (Present Situation Analysis/ PSA). In this analysis, student proficiency is identified when starting English classes.
3. Learning needs analysis (LNA) which is used to refer to what students must do to learn.LNA is related to the skills needed by students, the learning process, student motivation, and differences in student backgrounds.

There have been many studies on needs analysis, one of which is research byIndrasari (2016). This study was conducted with a sample of 50 students. Using the ESP approach, this study identified the English language needs required by students in integrating English with their study program. The results of the study explained that students need teaching and practical learning to address.

In a study (Wulandari et al., 2016), attempted to explore target situation analysis (TSA) in the ESP approach. Through the questionnaire that was used as the primary instrument, it was found that the vocational health students focused on speaking skills withdetails of questioning skills, answering skills, communication skills with teachers or classmates. For listening skills, the skill of understanding direct dialog, the skill of understanding in a forum or the content of an announcement. For reading skills, teaching how to understand English health magazines, how to read announcements and patient list reading skills. Writing skills also needed are how to fill out patient forms, and write medical reports. The conclusion of this study is that productive skills, speaking and writing are needed by nursing students to be able to communicate in English. Research (Widianingsih and Listyaningrum, 2019), in the journal Epigram, which is based on English as a general basic subject in non-English study programs, the learning direction should be different from English in English study programs. ESP, English for Specific Purposes with the goal of students being able to master English in the field they are studying. The results of this study show that language teaching is more focused on language skills, teaching material topics are chosen according to scientific disciplines and needs in the world of work.

Referring to several previous studies, an analysis of English language needs for nursing students has not been found. The similarity with previous studies is the ESP approach with the aim of finding and describing English language needs for themes/topics of teaching materials tailored to disciplines or the world of work. What is different from previous studies is the subject of research and the discipline to be analyzed. Observing the importance of this study entitled, “Analysis of English Language Needs of Nursing Students”.

METHODS

The method used in this research is descriptive analysis with a quantitative approach. This method seeks to describe the problems and needs of students in learning English with special purposes (ESP). The subjects of this study were nursing students who had taken English I, and emergency nursing lecturers at Akper Kesdam I/Bukit Barisan Padang. The research sample consisted of 45 students and 1 emergency nursing lecturer.

Data was obtained through distributing questionnaires and interviews. The questionnaire consists of two parts. The first part is a question about target needs, while the second part is a question about learning needs for learning English. Interview data was obtained through direct interviews with emergency nursing lecturers. With interviews, it is hoped that data will be obtained that classifies and strengthens the English language needs of nursing students. Through structured interviews, exploration of the need for themes or topics in English language material is one of the problems recorded and becomes a strong basis for compiling into a curriculum.

RESULT AND DISCUSSION

In the results and discussion, the author divides the results of the questionnaire and interviews into several sections: 1) needs (necessities), 2) weaknesses (Lack), and 3) desires (wants). These aspects are important to explore in an effort to obtain a description of the objectives of English language learning for nursing study programs.

A. NECESSITIES (NURSING STUDENTS' NEEDS FOR LEARNING ENGLISH FOR NURSING EMERGENCIES)

Table 1. The Urgency of Learning English for Nursing for emergencies in The Nursing Study Program

Questions	Choice Percentage			
Is it important for nursing students to learn English for Nursing for emergencies?	Very Important	Important	Not important	Indifferent
	64,4	24,4	0	1,1

In table 1 regarding the urgency of English for Nursing emergencies for Nursing students. From the table it can be seen that 64.4% of nursing students answered English for Nursing as a very important subject for them, 24.4% as important, and 1.1% said it was normal. Thisproves that 88.8% of nursing students still need English as a subject that must continue to be studied, especially English for emergency nursing. The data above can be depicted in the following figure:

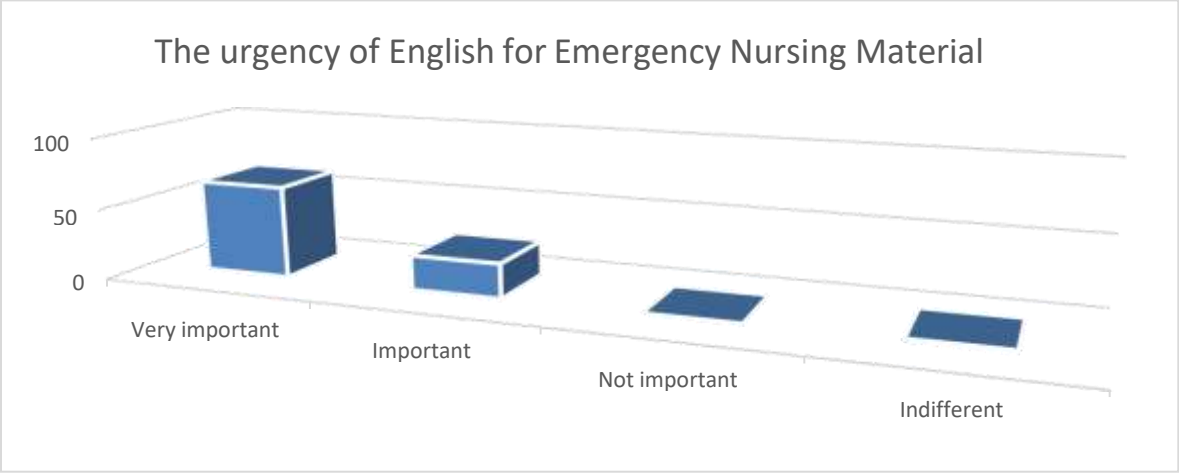


Figure 1. English for Emergency Nursing

Table 2. Nursing Students English Language Skill Needs

Question	Choice Percentage			
Which one of the English skill do you need the most?	Listening	Speaking	Reading	Writing
	0,8%	33,33	26,67	31,11

In the second question table, regarding the needs of nursing students for 4 English language skills. From the responses of nursing students in the questionnaire, it was found that speaking skills were 33.33%, listening skills were 0.8%, and reading skills were 26.67%. Writing skills amounted to 31.11%. This shows that one of the productive skills is a prioritythat students need to learn. Nursing students tend to need productive skills, (speaking skills) and (writing skills) because in practice students have a lot of interaction in nursing practice and they also need to document all nursing processes, very little listening skills are needed but it is not an option to study more intensively and read is also a need for receptive skills. The data above can be depicted in the following figure:

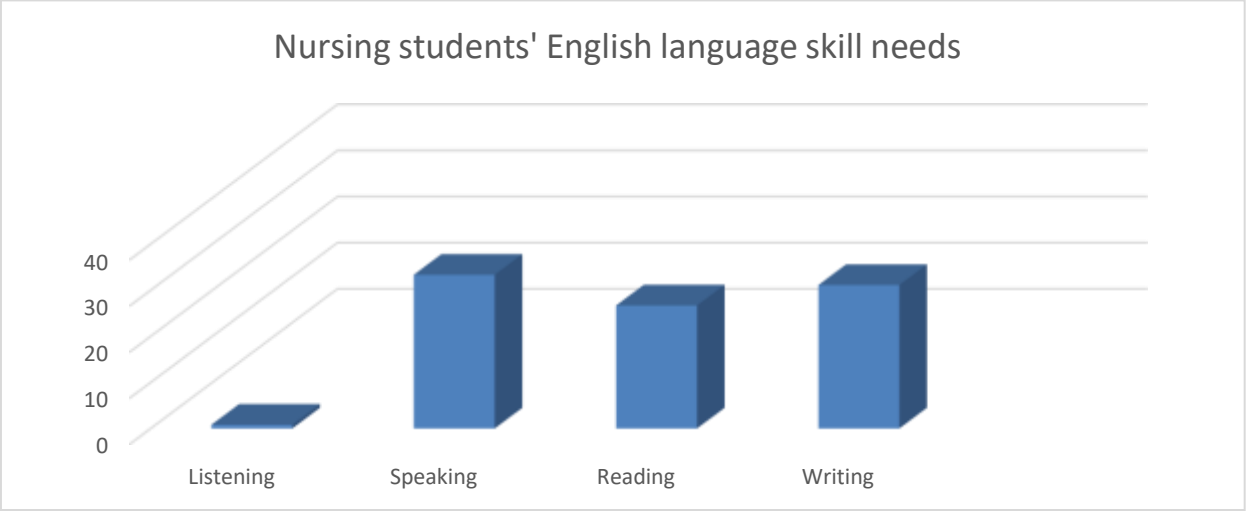


Figure 2. Nursing students' English language skill needs

Table 3. The need for English language skills for nursing graduates

Questions	Choice percentage			
What do you think about English language skills? nursing graduate?	Very important	Important	Not important	Indifferent
	71.11	28.89	0	0

Question table 3, which relates English language needs for nursing graduates to English language skills. In this question, nursing student respondents stated that speaking English is very important for nursing graduates. This is expressed by a calculation of 71.11% for very important answers and 28.89% for important answers. Different things are stated that the English language course is not important and is at an ordinary answer level. In this aspect, no one responded that nursing graduate students did not have English language skills. This shows that nursing graduates want to have English language skills and abilities. The data above can be depicted in the following figure:

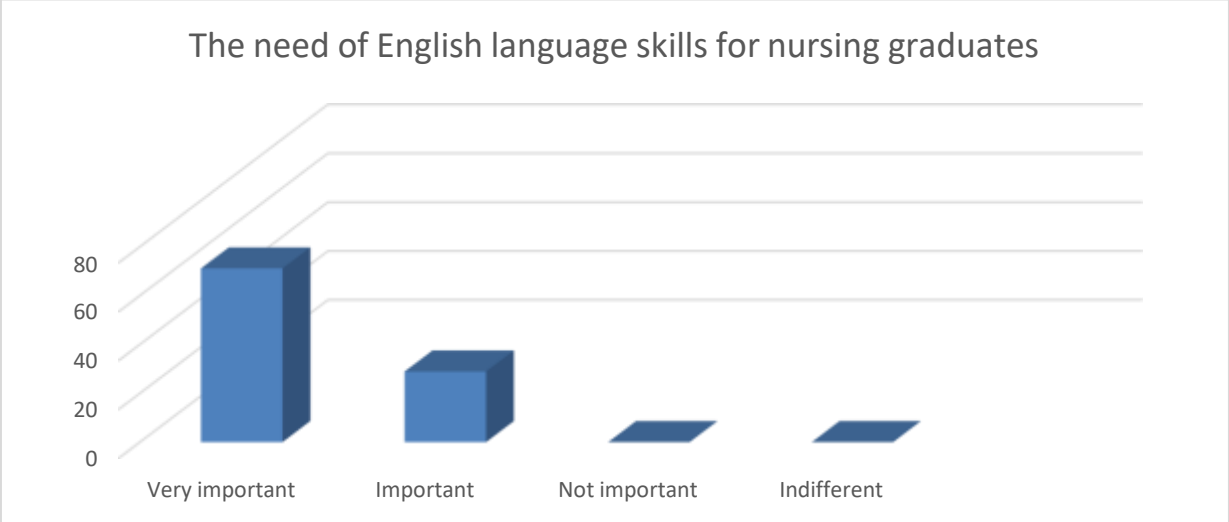


Figure 3. The need of English language skills for nursing graduates

Table 4. English Language Skills for Graduate Students

Questions	Choice percentage			
	Listening	Speaking	Reading	Writing
In your opinion, of the 4 language skills, which one is most needed by nursing graduates?	17.7	33.33	22.22	26.66

From the 4th question table, about English language skills for nursing study program graduates. In the table above, it was found that 17.7% stated that listening was a skill that nursing graduates must have. Likewise, speaking gets a higher percentage than listening with 33.33%. This shows that apart from listening skills, speaking English for nursing graduates is a much-needed skill. 38 respondents out of 45 stated that nursing graduates should have English language skills. The data above can be depicted in the following figure:

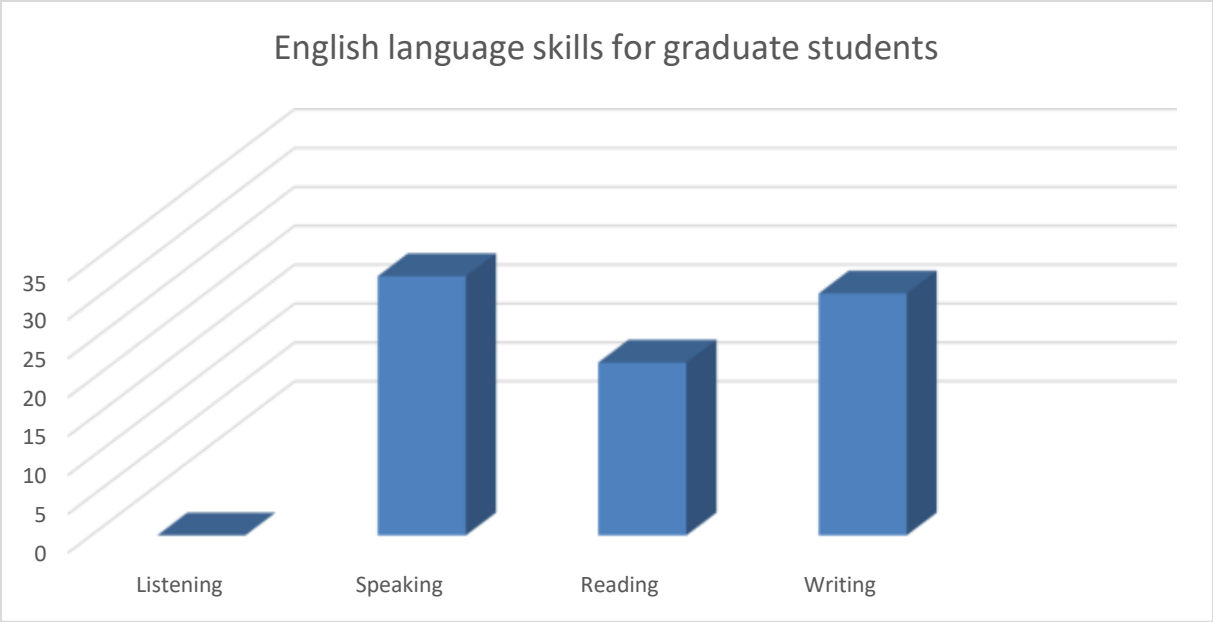


Figure 4. English language skills for graduate students

B. NURSING STUDENTS WEAKNESSES IN ENGLISH

Table 5. Description of Weaknesses in Nursing Students' English Skills

Questions	Choice percentage			
In your opinion, of the 4 language skills, which one do you master best?	Listening	Speaking	Reading	Writing
	13,33	17,77	40	28,88

Table 5, questions about nursing students' weaknesses in mastering 4 English skills. From the top level, 40% reading, 28.88% writing, 17.77% speaking and 13.33% listening were obtained. This data illustrates that listening skills are the first problem that has not been mastered in learning and communicating English for nursing students. Likewise, it shows that speaking skills are a weakness of nursing students. The same thing was also stated (Farajnezhad, Zahra. (2022)) stated that many English language learners will face difficulties in listening and speaking skills. This is different from reading and writing skills. In the 3rd language skill as expressed by reading activities are not easy to understand and illustrate. Meanwhile, writing skills were expressed by Ibrahim (2019) that some teachers are not comfortable in write English even though they are English speakers (native speakers). Respondents still chose reading and writing skills which had a lower percentage as weaknesses after listening and speaking. This provides evidence that they also have weaknesses in reading and writing skills. Stated the two researchers confirmed that reading and writing skills require complexity to master them. The data above can be depicted in the following figure:

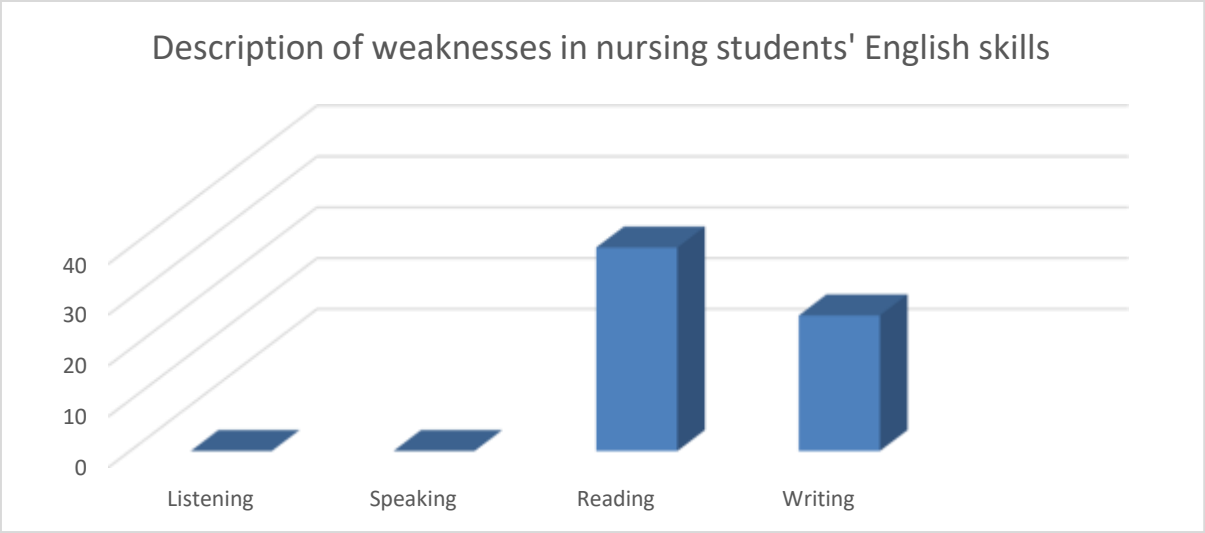


Figure 5. Description of weaknesses in nursing students' English skills

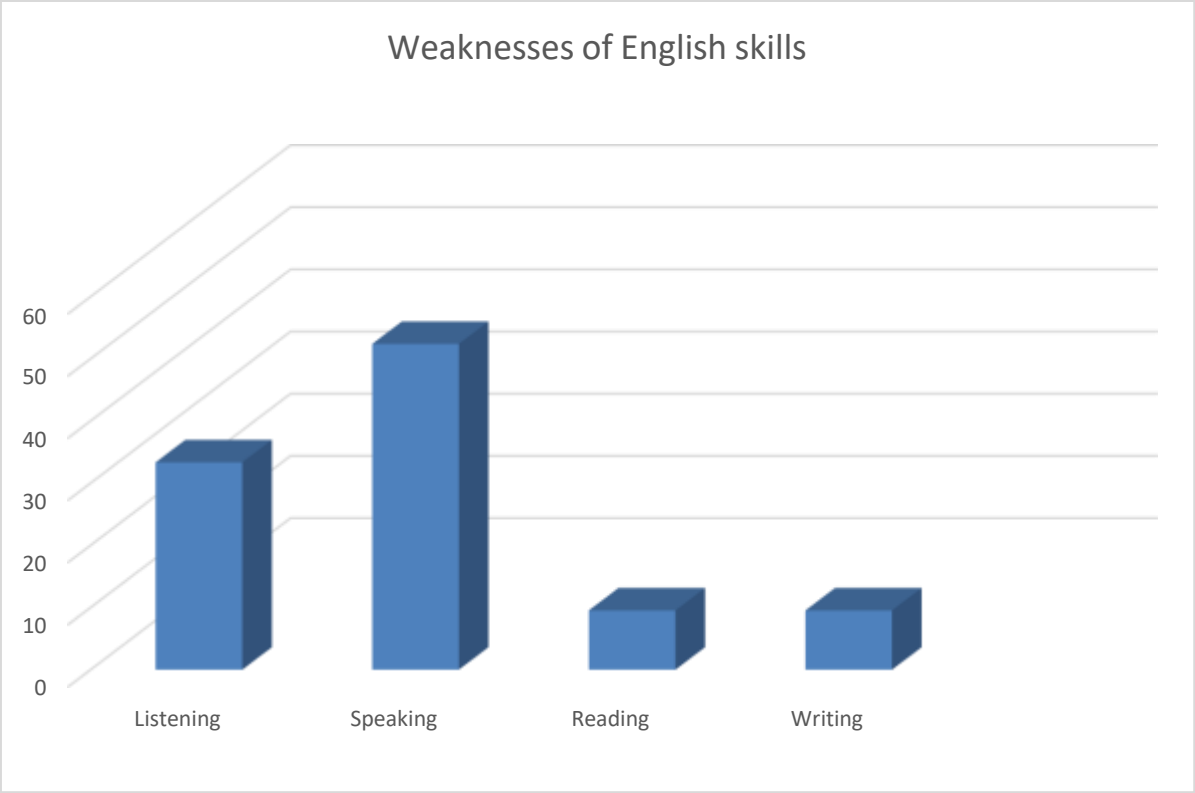
Table 6. Weaknesses of Nursing Students in Learning English Language Skills

Questions	Choice Percentage			
In your opinion, which of the 4 language skills, the hardest to learn?	Listening	Speaking	Reading	Writing
	33,33	52,38	9,52	9,52

This is different from the problem of the level of difficulty which is one of the weaknesses of nursing students in learning English language skills. With 52.38% speaking skills are the skills that are assumed to be the most difficult to learn. Shumin, Kang (2002) in (Richards and Renandya, 2002) stated that difficulty speaking a foreign language is a problem that foreign learners definitely face because effective communication requires the ability to use language appropriately for social interaction. Listening skills are 33.33%, reading and writing skills both get 9.52%, indicating that listening skills are still very problematic.

The data above can be depicted in the following figure:

Figure 6.



C. LEARNING ENGLISH THAT NURSING STUDENTS WANT

Table 7. Student Motivation to Learn English

Questions	Choice percentage			
You are a nursing student, why are you studying English	For working	For communication	For life style	For needs
	57,1	38,09	2,38	2,38

From table question 7 it can be concluded that nursing students have a motive to learn English for work of 57.1% and for communication of 38.09%. Meanwhile, for lifestyle and needs, the same is 2.38%. Regarding the motive for learning English for work, as (Munir, 2014) states that ESP/EOP (English of Occupational Purposes) is an approach to learning English to design certain (specific) goals.

The data above can be depicted in the following figure:

Figure 7.

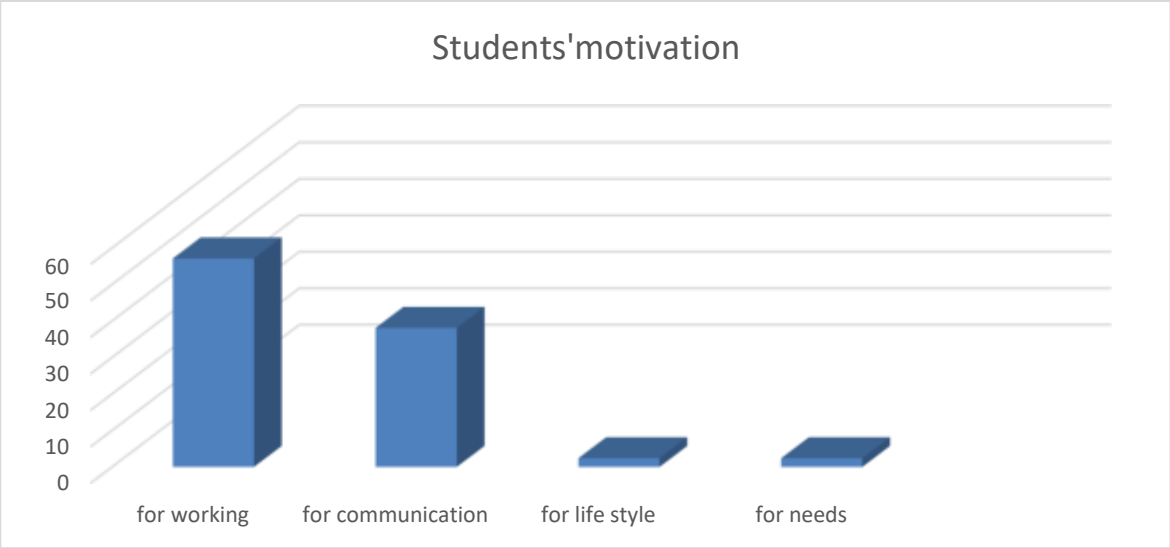


Table 8. Learning Target for Nursing Students for Teaching English

Questions	Choice percentage			
As a nursing student, is your target studying English?	Able to understand English conversation	Able to speak English fluently	Able to understand reading text	Able to write English text
	52,38	45,24	0	2,38

Question table 8, it can be concluded that the target of nursing students studying English courses to be able to understand English conversation is 52.38%. The highest percentage compared to fluent English speaking skills was 45.24% and being able to write English was2.38%. This shows that the learning goal of English courses is for nursing students to listen and respond in a conversational context. This was also stated by Tsang, W. K & Wong, M in (Richards and Renandya, 2002) explaining that to be able to understand English conversation the context must be adaptive to the variety and dynamics of the context. The data above can be depicted in the following figure:

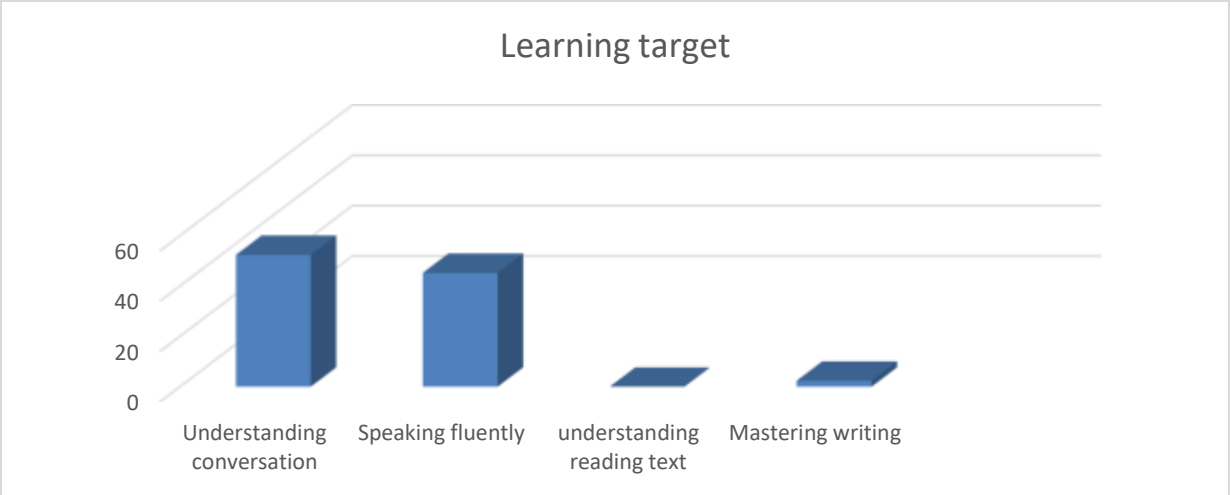


Figure 8. Learning target

Table 9. Description of Mastery of Four English Skills You Want to Master

Questions	Choice percentage			
What is the English skill that you want to master mostly?	Listening	Speaking	Reading	Writing
	23,8	64,28	9,52	2,38

Table 9 above shows that the level of English skills you most want to master. Listening skills 23.8%, speaking 46.28%, reading 9.52% and writing 2.38%. It is depicted in the table that nursing students want to master speaking skills compared to other skills. What's interesting is that the percentage of respondents with speaking skills is more than half the number of respondents with other skills. This proves that speaking skills with productive oral communication are more likely to be mastered by nursing students. The data above can be depicted in the following figure:

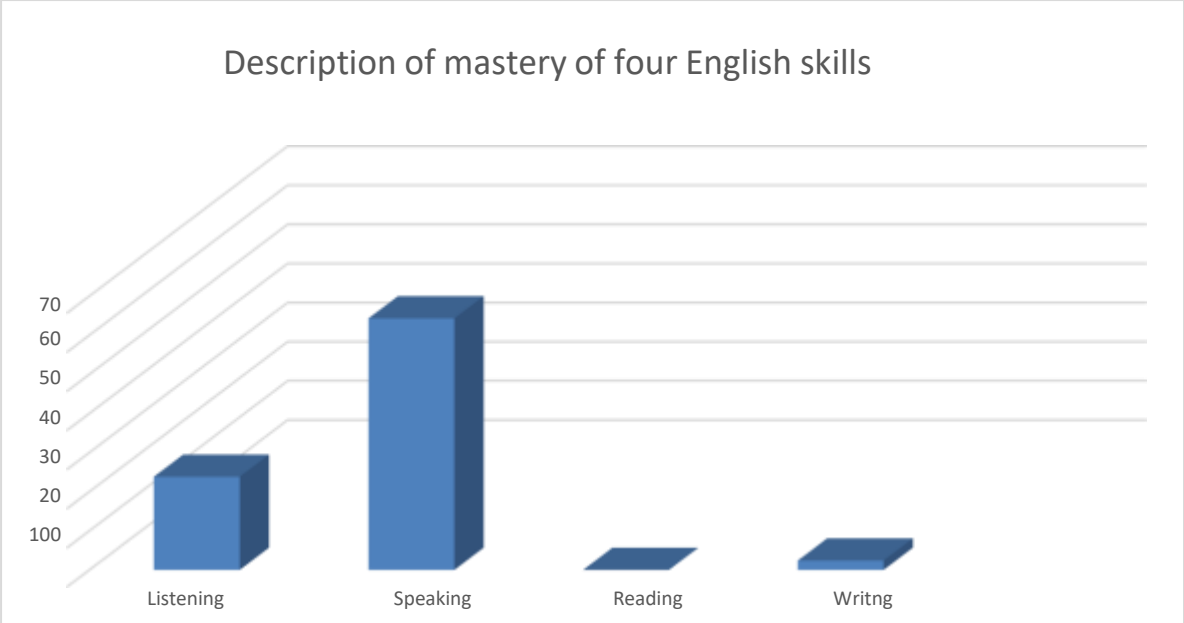


Figure 9. Description of mastery of four English skills

Table 10. Desire to Practice in English

Questions	Choice percentage			
Do you want to practice English in practicums in other courses?	Very high	high	moderate	low
	21,42	33,33	30,95	11,9

From table question 10, it states that nursing students in practicum other courses use English in the order of 33.33% willing, 21.42% very willing, 30.95% normal and 11.9% unwilling. The respondents' responses showed that the accumulation of really wanting andwanting was 54.75% greater than the usual percentage and not wanting to use English in practicums in other courses. This illustrates that more than half want practicums in other courses using English.

Table 11. Interview Result 1

Questions	Answer	
	Respondent1	Respondent
1. Is English important for Nursing graduates?	It is still very important, it just needs a new design adapted to the needs of nursing students	It is important, but there needs to be suitability of English language materialswith matters related to the world of nursing

2. Do you agree that nursing students are taught the 4 skills in an integral way?	agree, it should be like that, the 4 skills are taught integrally. Only sometimes it is necessary to rethink important targets for non-English program students such as nursing students	agree, but if you focus onthe wrong ability to communicate effectively orally, may be more acceptable to students.
3. For course goals English, what targets for nursing students	In general, the target for language learning is being able to communicate verbally and in writing. If you can't do both, at least be able to communicate verbally.	At a minimum, nursing students are able to communicate verbally because there are morestudents in the field

Interviews were conducted directly with English course instructors and nursing lecturers. Interview results regarding the focus of targeted English language skills, shows that listening and speaking skills take priority over reading and writing skills. As in table 11, which illustrates respondents' choice of the skills they need. The English learning methods indicate that there are variations in Learning methods are a choice that makes learning more interesting. Various learning methods need to be implemented to achieve goals learning.

D. LEARNING NEEDS

Table 12. English Skills and Graduate Needs

Questions	Choice percentage			
What English skill is mostly needed for the graduates based on your opinion	Listening	Speaking	Reading	Writing
	8,95	69,04	0	22,01

From the table above it can be concluded that listening is 8.95%, speaking is 69.04%, reading is 0% and writing is 22.01 0%. This illustrates that for nursing graduates, listening and speaking skills need to be intensified in learning. It also needs to be a concern for studyprograms and English course teachers.

Table 13. English Skill Materials Needed

Questions	Choice Percentage			
English skill materials needed	Listening	Speaking	Reading	Writing
	0	64,28	0	35,72

Table question 13, it can be concluded that the most needed skill material for nursing is speaking with 64.28% and writing 35.72%. This indicates that speaking and listening materials really need to be designed for nursing students in learning. With the material design of these two skills, the ability to communicate conversation or in a dialog, nursing students are able to interact

Table 14. Learning Materials for Nursing Students

Questions	Choice percentage			
Learning materials for nursing students?	General English	Grammar	Reading comprehension	English related to study Emergency Nursing
	18,57	4,76	7,14	50,48

Table 14, above, illustrates the types of English learning materials for nursing students. Of the four options available, English related to emergency nursing studies is more popular with respondents. It was expressed in 50.48%, followed by general English material (general English) with 18.57%, for reading comprehension material 7.14%, and for grammar (grammar) 4.76. It can be understood from the table above that nursing students tend to want to master English that is in accordance with the emergency nursing they take.

Table 15. Material about English Terms in Nursing

Questions	Choice percentage			
What do you think of English terms in nursing?	Very important to be learned	Important to be learned	Not important to be learned	Indefferent ipelajari
	60	37,62	2,38	0

From table 15, respondents gave answers that the material about English terms in nursingis very important to learn as much as 60%, important to learn 37.62%, not important to learn 2.38% and normal to learn 0%. The data illustration states that terms related to the world of nursing are very important to be used as learning material. With the amount of 60% and 37.62%, it is very convincing of the need for English language materials related toterms in nursing.

Table 16. English Materials and Listening Skills

Questions	Choice percentage			
Do you like listening to nursing care in English?	Very like	Like	Not like	Moderate
	16,67	64,29	14,29	2,38

From the results above, it can be concluded that the percentage of students who statedthat they really liked listening to nursing care in English was 16.67%. 64.29% of nursing students stated that they liked listening to nursing care in English. As for those who donot like listening to English nursing care is 14.29%. Nursing students who stated that it was normal were 2.38% of the 45 total respondents. These data illustrate learning through listening to English nursing care in nursing as a learning method and technique.

Table 17. English Emergency Nursing Terms and Speaking Skills

Questions	Choice percentage			
Have you ever spoken using nursing terms in English?	Very often	Ever	Rarely	Never
	19,05	38,10	28,57	14,29

The data above shows that nursing students who very often use and pronounce nursing terms in English are 19.05%. Nursing students who stated that they had used English terms amounted to 38.10%. Students who rarely use English terms 28.58% and who stated that they never use these terms 14.29%. However, the respondents' choice of nursing terms from the level of very important to never get a response even though between rarely and never becomes an important note in the ability of nursing students to express English terms.

Table 18. Interview 2

Questions	Answer	
	Respondent 1	Respondent 2
4. Which of the 4 skills should be focused on in learning English for nursing students?	Combining listening and speaking, however listening focus on how to sound out / to pronounce correctly and speaking practice. However, reading and writing need to be taught as well.	Speaking skills need to be more intensive so that nursing students are confident in communicating.
5. What methods might be suited nursing students?	In fact, there is no one method that is best suited for learning. Teachers should be more selective with the style of the learner and the type of skill to be taught. The point is that a variety of methods need to be applied.	Varied methods that motivate nursing students to learn English

The results of the interviews on the focus of targeted English language skills showed that listening and speaking skills were prioritized over reading and writing skills. As in table 13, which illustrates the respondents' choice of skills they need. As for English learning methods, it indicates

that variations in learning methods are an option that makes learning more interesting. A variety of learning methods need to be implemented to achieve learning objectives.

CONCLUSION

Based on the results of the research obtained, the analysis of the English language needs of nursing students shows that learning English is important to learn as an effort to improve and master the language of communication applied in the context of conversation or emergency nursing practicum. English language materials related to emergency nursing English terms as well as applicable materials in improving listening and speaking skills are prioritized for learning. English learning methods indicate that varied methods are evidence that a variety of methods will facilitate and present alternatives for students. Nursing English learning for nursing students in the future must consider the needs of students (necessities) so that learning communicative skills can be achieved. A variety of methods will facilitate and present alternatives for students. Various learning methods need to be implemented to achieve learning objectives.

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