

Developing English by Specific Purposes (ESP) Materials Based on Needs Analysis for Banking Students to Success in the 5.0 Society Era

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ABSTRACT

The concept of needs analysis has evolved over several decades. Today, the needs analysis process has become much more comprehensive. The goal is to gather information about learners and establish the desired learning environment and atmosphere for learning English for Specific Purposes (ESP). This research was conducted at Sharia Banking Students of Islamic DDI Ambo Dalle University in Polewali Mandar. There were 17 Sharia Banking students. The researcher identified 12 themes and all were consistently rated highly by various respondents as suitable learning materials. The findings of this research are expected to serve as a reference point for further research, particularly in the areas of syllabus/RPS development and the development of English teaching materials for Sharia Banking students. There are many significant factors that can serve as useful guides when creating ESP materials for speaking, listening, reading, and writing sub-skills. Most of students prioritize vocabulary development and speaking skills driven by their goals of working in a bank and effectively serving foreign clients.

Keywords: ESP, Banking Students, society 5.0 Era

INTRODUCTION

Recently in Indonesia, the demand for innovative English for Specific Purposes (ESP) courses for university students has increased significantly. According to Yuriatson et al., (2022), This is because ESP offers more advanced, specialized, and academic content that aligns with the students' chosen study programs. This is especially important in higher education environments where students are prepared for professional work. Robinson (1990) said that ESP is goal-oriented learning. Goal orientation is one of the three main characteristics of English for specific purposes that distinguishes it from general English. People learn ESP because they have specific goals in certain fields, such as academics and professions. Stated by Pranoto & Suprayogi, (2020) that This is particularly important in higher education settings where students are being prepared for professional work. Similarly, Imran et al., (2023) stated that it is imperative for universities, vocational colleges, and polytechnics to acknowledge the importance of ESP.

Regarding the basic concept of ESP in the context of English teaching, several experts have shared their knowledge on this. The ESP curriculum is developed through careful needs analysis and various methods, which seek to uncover the specific needs of English learners. The specific needs of the target learners are aligned with the goals, objectives, materials, content, and teaching methods. Furthermore, Pranoto & Suprayogi (2020) argue that the primary goal of teaching English for Specific Purposes (ESP) is to assess students' English proficiency and identify specific language skills and components relevant to their individual needs and field of study.

It is crucial to pay close attention to students' learning needs to achieve educational goals. As stated by Yuswin Harputra (2023) that student learning needs refer to differences in the level of knowledge, skills and behavior possessed by students at the start of learning compared to the level of knowledge, skills and behavior they are expected to achieve through the learning process.. For appropriate action, the needs analysis process is the most appropriate tool used to identify problems and challenges that must be addressed. According to Sasabone et al. (2023) namely analyzing student learning needs is an effort to understand and create the things needed in the student learning process, which will

ultimately help them achieve their learning goals more effectively. Thus, the expected quality and skills of students can be achieved and students' English skills get a improvement when the learning is customized to their strengths, which is a key aim of ESP.

Needs analysis assesses what students want, how they address their deficiencies, and how they contribute in relation to speaking activities variety, practice to speak and tasks, the classroom environment, media, and assessment methods. According to Menggo et al. (2019), English language resources should assist in preparing pupils to communicate more fluently and authentically when articulating their thoughts.

Halim et al. (2019) stated that needs analysis is the most distinctive characteristic of ESP. It is generally considered a key criterion or feature of ESP, which previously focused exclusively on course targets or requirements and typically considered learners' initial needs, including learning needs. According to Sasabone et al. (2021), As criteria of ESP, needs analysis serves three main purposes; first, it provides a mean of obtaining wider input into the content, design and implementation of a language program.

English language competency appropriate to academic and professional contexts is essential to face the demands of globalization and a work environment that increasingly prioritizes communication skills. Therefore, lecturers must ensure that the learning materials provided to students are customized to their specific needs. This is a challenge for lecturers teaching ESP courses and material developers, such as in banking classes. In this regard, Donough (1984) states that the concept of ESP encompasses specific materials, syllabi, and objectives that must be designed and developed based on the needs of the group wishing to learn English.

Related above, Amaliah et al. (2022) state that a thorough and consistent process or needs analysis often encourages English teachers or course planners to develop their own policies and reasoning when developing teaching materials. Sasabone et al. (2022) state that this includes the use of readily available references that focus more on teaching general English, thus placing greater emphasis on learning the language system, grammar, or vocabulary than on teaching English for Specific Purposes (ESP). Thus, English for Specific Purposes (ESP) is an English language learning approach that is tailored to the specific needs and goals of learners, enabling them to use English effectively in specific contexts, such as work, academic, or specific professions.

The role of ESP in the Banking Learning Process is considered crucial, with the goal of enabling students to more easily understand and master, and deepen their understanding of banking science, which uses English terms both in the use of references and in the classroom. In this regard, the researcher conducted a research on needs analysis entitled Developing ESP Materials Based on Needs Analysis of Banking Students for Success in Society 5.0 Era with the aim of curriculum developers to provide comprehensive and explicit English learning resources for Banking students, and students can access English materials directly to be applied to their academic and professional needs so that students have the necessary language skills to increase their confidence in communicating effectively in English in their careers and professional world.

METHOD

This study focuses on analyzing the needs of using ESP materials in learning and teaching English for banking students using descriptive quantitative research methods. This study involves a comprehensive approach by considering various dimensions, factors, and interrelated perspectives to gain a complete understanding of how ESP teaching materials are used in the Islamic Banking Study Program involving 17 students namely 14 women and 3 men.

Two main methods were used for data collection: interviews and direct observation regarding the use of learning media in ESP materials. During the interviews, students were asked questions regarding the use of learning media in ESP materials. Meanwhile, direct observation was conducted to strengthen the analysis by in-depth observation of the learning media.

This research was conducted to identify specific needs regarding the use of learning media in English for Specific Purposes (ESP). The results are expected to produce new, effective methods, materials, or curricula for teaching English tailored to student needs, so that students significantly improve their use of English relevant to their academic fields, thus preparing them for work and professional work.

The researchers used a data collection instrument consisting of five assessments:

1. Students' desired topics
2. Types of learning facilities desired by students
3. Students' understanding of the material provided by the lecturer
4. Students' experience in acquiring the material
5. Types of websites desired by students in the learning process

These five aspects are considered primary assessments and serve as essential data for observing the implementation of learning media use.

FINDING AND DISCUSSION

The following description is the result of the data collection process concerning information on language requirements for students of the Banking study program which consists of specific themes needed by Islamic Banking students that consist of 14 women and 3 men by English for Special Purposes (ESP).

No.	Indicators	Frequency	Percentage
1.	Efforts to increase proficiency in English	12 persons yes	70%
		5 persons no	20%
2.	Has Completed the English subjects successfully	13 persons yes	76%
		4 persons no	24%
3.	Frequency of engaging in English language practice beyond the confines of the classroom.	4 persons not at all	24%
		13 person less than 2 hours	
		0 Approximately 3 to 4 hours	76% 0%

Table 1 presents the personal information of the research respondents consisting of 14 women (82%) and 3 men (18%). From all respondents, the results showed that the majority of respondents had successfully completed the special material in English given by the lecturer, as many as 13 (76%) and these respondents were declared active in improving their English skills, while there were 4 (24%) respondents who did not meet the criteria to pass the special material in English for Banking.

No	Very Weak	Weak	Good	Very Good
1	Vocabulary	30%	48%	22%
2	Pronunciation	32%	42%	26%
3	Speaking	32%	44%	24%
4	Listening	47%	45%	8%
5	Writing	32%	58%	10%
6	Reading	52%	36%	12%

Table 2 presents data on students' confidence levels in English usage, including vocabulary, pronunciation, speaking, listening, writing, and reading. The data revealed a specific need for improved English language skills. The respondents' language skills were as follows: (a) 22% of respondents had very good vocabulary skills, 48% of respondents had good vocabulary skills, and 30% of respondents had weak vocabulary skills. (b) 26% of respondents had very good pronunciation skills, 42% of respondents had good pronunciation skills, and 32% of respondents had weak pronunciation skills. (c) 24% of respondents had very good speaking skills, 44% of respondents had good speaking skills, and 32% of

respondents had weak speaking skills. (d) 8% of respondents have very good listening skills, 45% of respondents have good listening skills, and 47% of respondents have weak listening skills. (e) 10% of respondents have very good writing skills, 58% of respondents have good writing skills, and 32% of respondents have weak writing skills. (f) 12% of respondents have very good reading skills, 36% of respondents have good reading skills, and 52% of respondents have weak reading skills.

Based on the data, the respondents have received positively all sub-skills in English. Speaking skills using English include the ability to articulate words accurately, and the ability to describe objects and materials well and in detail at the proficiency level, Similarly the level of listening skills such as listening to the other person speaking in English, understanding English instructions, understanding English conversations, and understanding English-language media such as the internet, news, music, videos, films, etc., are also at the proficiency level, as well as proficiency in writing skills such as the ability to write sentences in English, compose paragraphs in English, write contract agreements in English, make draft reports in English which all have the same significance are also at the proficiency level. However, it is different with reading skills such as the ability to read English texts, understand Banking and Economic terms in English, the ability to interpret images, understand the language of English work contracts, for this ability the respondents almost on average achieved a score of 4.

ESP SYLLABUS FOR BANKING STUDENTS

Researcher used a student-centered approach to develop the new course, focusing on the specific needs of banking students. Teaching materials and methods were designed to meet those needs, and performance-based assessments were used to evaluate their effectiveness. The purpose of the assessment was to obtain a qualitative picture of how the teaching materials and methods performed in practice.

DEVELOPMENT MATERIAL FOR ESP SYLLABUS

Developing ESP teaching materials requires creativity and a deep understanding of students' needs, ensuring that the materials produced effectively help them achieve their learning objectives. ESP materials can be any resource or tool that supports the language learning process, and designers must ensure that they are relevant, appropriate, and meet the specific needs of learners, enabling them to better use English in their professional or academic contexts. Paltridge, B. et al. (2013) proposed several recommendations to consider when designing, namely (a) content and settings derived from students' basic abilities, both authentic and simulated. These resources will inherently provide students with the necessary access to language. (b) utilize different materials that specifically serve each student's area of expertise and academic focus. (c) ensure that the activities are authentic and relevant by engaging students in activities using items they will actually need in their future work situation.

English for Specific Purposes (ESP) is crucial for considering student needs. Lecturers, as instructors, must be able to connect, build relationships, and integrate linguistic aspects with the specific course material they are targeting. Furthermore, the reality is that most students excellent in writing rather than speaking, so they will need proficiency in corporate communication and specific forms of English for their future careers. Primarily, the majority of learners prioritize the development of their writing and speaking abilities. During sessions, learners develop an interest in multimedia and presentations, which are also crucial for enhancing confidence Mahmood, Anser (2017).

A common problem that often occurs among English language learners is poor listening, reading, and writing skills. Similarly most banking students, they consider their English skills inadequate in three language skills. In terms of basic English skills, they are more confident in vocabulary and speaking. Therefore, this study found that most students prioritize improving their vocabulary and speaking skills over other skills. They believe that mastering vocabulary and speaking skills will be easier and more useful later in life when working as employees both in Indonesia and abroad, or working in a bank and effectively serving foreign clients.

CONCLUSION AND RECOMMENDATION

Based on the research results, it has been concluded that the majority of Banking students lack confidence due to their inadequate English language skills such as grammar, listening, reading, and writing. However, for basic English skills such as vocabulary and speaking skills, students show greater competence. This shows that the majority of students prioritize vocabulary development and speaking skills over other skills because they realize that English will be a necessity to them when looking for work

both domestically and even abroad. However, although students are motivated to improve their vocabulary skills, these students still consider their grammar skills to be inadequate so it is very important to gain a deep understanding of grammar. The students who were the subjects of the study also considered English skills very important for future career prospects. And in fact, having proficient English skills can accelerate their professional progress as employees in the 5.0 society era. Therefore, by utilizing real resources, Banking students will have greater satisfaction and comfort in the process of learning English in the English for Specific Purposes (ESP) material, because Banking students are already familiar and comfortable with the objects used in class.

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