

# Need Analysis of English for Specific Purpose: An Intensive English Course for Maritime Students

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## Abstract

As maritime students, English becomes an important language in communication especially for conducting international ships. This research is aimed to investigate the need analysis of ESP consists the necessities, lacks, and wants of maritime students. This research used a qualitative approach and descriptive design. The subjects of this research are nineteen maritime students who studied English in Kampung Ingggris Pare – Kediri and they are from different institute and university. The researcher used questionnaire to get data of the need analysis. The finding shown that most of the students are in beginner level. It means that the students have little English proficiency. Besides, the analysis of the necessities revealed that not only speaking skill that students need but also listening skill and grammar, vocabulary, and pronunciation are necessary for them to communicate in their sailing. On the other hands, the students answered that communication skill become their lack due to having little or no English language knowledge. Moreover, the result of want analysis, shown that the students want several learning strategy that gives more speaking practice and learning material which consists of grammar for speaking, pronunciation, and vocabulary related to their needs to communicate in workplace.

**Keywords:** Need Analysis; English for Specific Purposes; English for Maritime Students

## INTRODUCTION

Every teaching-learning process must adhere to the syllabus since it serves as the foundation for the process. It also serves as a mechanism to control how the educational process is carried out to produce the best results. Syllabus design of English course becomes the important issues to many teacher as a course developer. English course should address the specific need for the students. Seeking information about the students' need is the main thing that the course developer should do, especially in English for specific purpose (ESP). According to Day & Krzanowski (2011), as cited in Azami & Rahmawati (2023), they argued that ESP involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. In other words, it is a method of teaching and studying English for specialized subjects with particular occupational and educational goals in mind. The instructional content in an ESP syllabus is tailored toward the unique language "repertoire" relevant to the specialized goals that the learners are required to achieve. The phenomenon of ESP will be found easily at students specific area of competence, especially at maritime academic that educate the students to reach their specific purpose for joining the course at college. Then, since training and education curriculum of maritime are aimed to enable students to assess certain competence in order to encourage them to get jobs dealing with national welfare, the English teaching should be directed to reach the aim. The issue of English teaching, in this case concerns with how to provide English to meet students needs. Basturkmen (2010), as cited in Maulani et al., (2022) mentioned that ESP course are narrower in focus than ELT courses because they centre on analysis of learner's need. It means that ESP becomes an essential approach in English language teaching. To measure what are the students need of the

learning, the need analysis is applied to investigate the students need to make better learning goal.

Furthermore, English teaching for specific purpose here provides the English material for the students to make them capable communicate in English for their specific area. Furthermore, Basturkmen (2010), as cited in Maulani et al., (2022) stated that ESP is a course that focuses on a specific set of English language skills that students must master. In summary, ESP courses are designed to help students acquire the skills necessary to become proficient in their field. The ESP course equips students for engagement in practical activities within their field of study. Unlike conventional language instruction, ESP focuses on imparting language skills tailored to specific professional or academic contexts (Haryono, et al, 2020). Consequently, as an approach, English for specific purposes (ESP) has generally served to assist language learners in managing linguistic aspects or in acquiring the skills necessary to operate within a specific discipline, profession, or workplace where proficiency in English is desired.

Moreover, the need analysis is a starting point in English for specific purpose especially to design specific program, material, and syllabus. Need analysis is an initial process of collecting information before a specific course deals with the participants' needs (Basturkmen, 2006, as cited in Muhammad & Saparianingsih, 2024). It can be concluded that needs analysis becomes crucial for particular area of teaching because it gives significant impacts toward reaching the teaching and learning objective. Its purpose is to reaching the goal of the learning so that the students get benefit of what they learn. So that, we need an appropriate format in order to achieve adequate effectiveness and efficiency and to geth both qualified output as the decided goals. One of the ways to find an appropriate format is by knowing students' necessities, lack, and want (Hutchinson & Waters, 1987, as cited in Daulay, 2021). For instance, the need to provide appropriate teaching and learning activities in ESP for students who require English for usage in their workplace. In this case, students with a non-English background are English foreign language learners.

In addition, the need analysis of English spesific purpose had attracted several researchers' attention to conduct study. Wulandari (2023) conducted a study of the need analysis in English for business management students. She asserted that the students' needs of the English materials are related to the job vacancy, present a business plan for the speaking and listening material and grammar knowledge and vocabulary mastery also needed by the students. Besides, Masdianti et al., (2024) found that the students of polytechnic radio diagnostic engineering and radiotherapy need intermediate English proficiency with speaking and listening as their priorities of English skills. In the other hands, Ananta et al., (2025) emphasized that the psychology students desired to develop proficiency in speaking, listening, reading, and writing within the psychology context. As in the results of previous related study, Students' need analysis is the primary stage in developing a program outline to determine what needs to be learned. Therefore, The goal of the students' need analysis is to find out how the target language (English), proficiency, and the tasks required to become fluent in it relate to each other.

Based on the explanation above, the researcher assumed that the learning activity on the English Maritime subject should be designed into a good plan. If the learning activity has a good plan include learning material based on competence, it will be easy for teachers and students in gaining the learning goals. So that, Maritime English will be taught well by simply referring to give a guide or plan to teach by making a syllabus. With proper syllabus, the teacher will be easy to prepare a lesson plan for each meeting. Therefore, the researcher is interested to conduct reseacher to know students' needs including their necessities, lacks, and wants.

## METHOD

This study used a qualitative descriptive research. Qualitative research is to gain clear understanding of specific occurrence or event by investigating in natural setting, while descriptive method is to describe the phenomenon that happens (Creswell, 2007). The qualitative descriptive research aims to be able to interpret the phenomena that happens and obtain accurate data/facts of the learning process. Thus, the researchers used a qualitative descriptive approach to have a better understanding of the need analysis. The samples of the research are nineteen maritime students who come from different institute and university. The researcher used questionnaire as the research instrument to collect the data of need analysis consists of necessities, lack, and want. The data collection technique used questionnaire which was carried out by inviting the students to choose the answer provided. Finally, the researcher used three data analysis techniques: data reduction, data display, and drawing conclusion/verification which was adopted from (Miles & Huberman, 1992). In data reduction, the researcher re-read and classified students respond and then reduced unnecessary data. After getting essential data, the researcher made a data display. In this study, the data was presented in the form of brief descriptions to make it easy to understand the phenomena that occurred. Finally, the researcher drew a conclusion. The researcher interpreted data by connecting theoretical information.

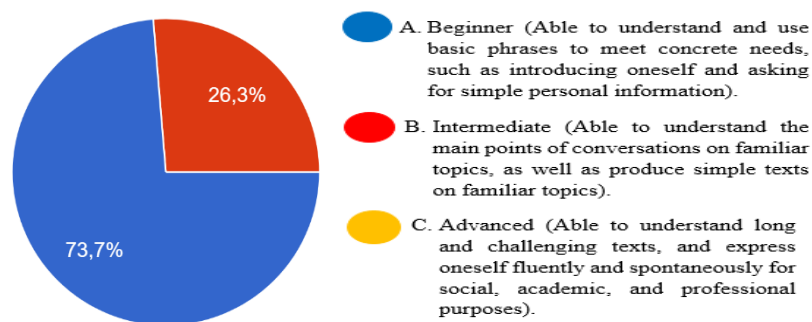
## RESULTS AND DISCUSSION

### Results

The results of the students' English proficiency level and their necessities, lack, and want were aimed to make sure that the course will really be suitable, practical and realistic. Knowing students' English proficiency level and their necessities, lack, and want are a basic level to ensure that the course will make a significant impact on the learners or usable. Thus, it should consider the factors of the situation in which the course should take account of them.

#### 1. Students' level of English proficiency

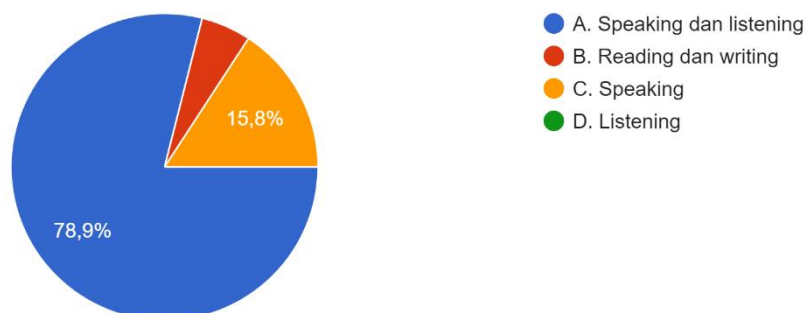
**Figure 1. The Results of The Students' Level of English Proficiency**



The results of the questionnaires enabled us to develop a detailed profile of the sample. The majority of the participants (73.7%) were beginner and intermediate (26.3%). According to students' level of English proficiency, the activity on the curriculum should be in line with the basic themes. The learning material at least are able to follow the themes or more. It functions to make sure that the students can get the basic knowledge of learning English.

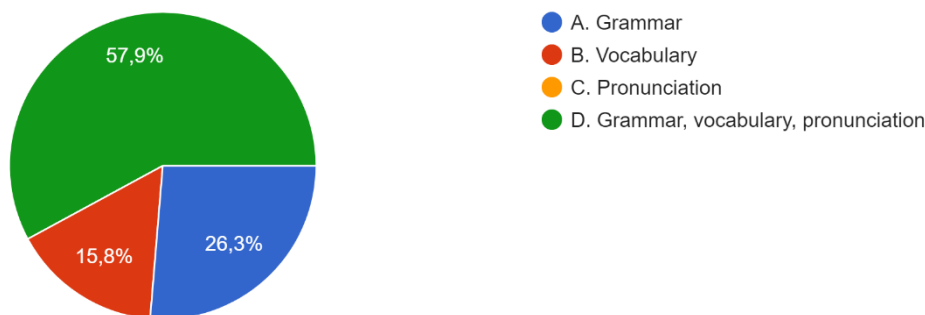
2. Students' necessities

**Figures 2. Students Necessities of English Skill**



Another questionnaire which has been shared related to students' necessities shown that speaking and listening were the majority (78.9%). It shows not only speaking skill that students need but also listening skill. The syllabus design must consist of two English skills which are needed by the students. In brief, English is necessary for them to communicate in their sailing.

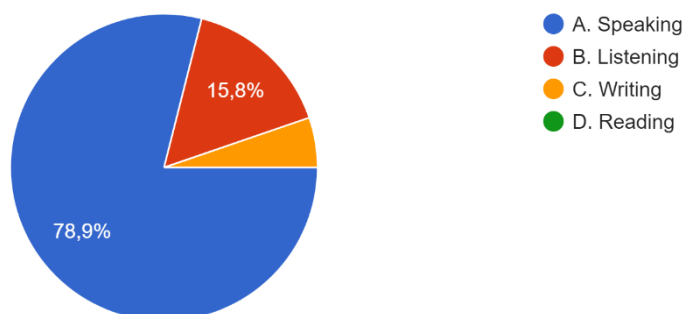
**Figures 3. Students' necessities of Language component**



To create syllabus design, the researcher also asked a question about language component such as grammar, vocabulary, and pronunciation. The answer of the questionnaire above shows that the majority of the students (57.9%) chose grammar, vocabulary, and pronunciation. These language components should be provided in syllabus to complete students' necessities.

3. Students' lacks

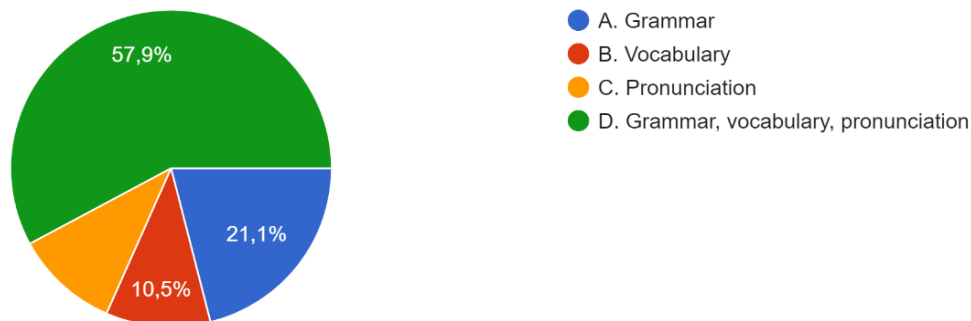
**Figures 4. Students' lack of English skill**



In doing needs analysis, investigating students' lacks become other important parts. It can help the researcher create syllabus design to develop students ability. The question of the students lacks consists of four English skills and learning material. The majority of the students (78.9%) have lacks in speaking skill. They have lack speaking skill and want to improve it, the syllabus design should more focus on speaking skill because speaking skill is the main skill that relate to their activity on abroad ship. Not only speaking skill but also listening skill becomes their

lack. 15.8% of 19 students show that they want to improve their listening skill. Listening skill has relation with speaking skill, the students not only become speaker to give information but also they must be good listener to understand the information that they get.

**Figures 5. Students’ Lack of English Component**



Another finding of students’ lacks is learning material or English components such as grammar, vocabulary and pronunciation. Since students have little or no prior knowledge of the target language, the teacher is a main determiner for students to reach the learning goals. The students’ responds toward the questionnaire above show the majority of the students (57.9%) have lacks in most of learning material such as grammar, vocabulay, and pronunciation. In this case, the syllabus design should provide learning material for beginner level. This syllabus is intended to design a type of teaching where the main objective is to teach certain information and content using a language that is also learned by the learners. Although subject matter is primary and very important, language learning occurs alongside learning content.

#### 4. Students’ Wants

After knowing students’ necessities and lack, the researcher give questionnaire about students’ wants to create syllabus design more specific. The questionnaire consists of 4 questions about learning material and 1 question about learning activity. The findings are described below:

**Table 1. Students’ Want of learning material**

Learning material	Percentage %
<b>Tenses for speaking</b>	63.2%
<b>All modal auxiliaries</b>	31.6%
<b>Grammar for speaking</b>	47.4%
<b>Asking and giving personal data, Time, Weather and season, Describing crew role and routine, Asking and giving direction, Emergencies and safety, Numeral, Part of ship, Suggestion and request, Marine report.</b>	63.2%

The reseacher took the highest percentages of the answer from the questionnare. The findings of leraning material helps the researcher to more focus on choosing the material so the material will suit for students’ want. Based on the answers about grammar that students want to learn the researcher focus on grammar for speaking. Additionally, the students’ level of English proficiency is beginner so the syllabus design must related to basic grammar and focus on speaking skill. It means that not all grammar will be provided in syllabus design. The students do not need to learn all grammar lesson because they focus on speaking skill so that the syllabus designer concluded that the grammar consists of two parts. Those are tenses and modal auxiliary for speaking.

Another material is vocabulary. The majority of the students answer that the vocabulary topic such as “Asking and giving personal data, Time, Weather and season, Describing crew role and

routine, Asking and giving direction, Emergencies and safety, Numeral, Part of ship, Suggestion and request, Marine report” relate to their needs and they want to learn. The researcher also adds several learning material through the audio such as the conversation on ship and daily conversation to train their listening skill and increase their vocabulary. Futhermore, the researcher will make cosideration about learning activity. After getting the data about what English components students want to learn, the next step is deciding teaching activity. The table bellow shows types of learning activity that students want.

**Table 2. Students’ want of learning material**

Types of learning	Percentage %
Doing task individually	0%
Presentation	9.1%
Discussion	15.8%
More practice speaking skill	78.9%

Based on the table above, most of the students choose learning activity that give more opportunity to pratice their speaking skill. There are several strategies of teaching speaking skill such as 1) simulation “role-play”, 2) drilling, 3) discussion, 4) presentation, and communication game. So that, the reseacher will use some strategies in teaching speaking skill. It means the learning activity which students want is not monotone. The teacher can choose strategy that suit with learning material.

**Discussion**

Based on o the need analysis above it can be seen that most of the students are in begginer level. Thus, In teaching English for begginer, the teacher must understand that the students have little or no language knowledge. It is essential to understand the level of English proficiency that the students have. Understanding the students' language levels is critical for effective teaching and learning, and it can assist in planning and delivering subjects that fit the needs of the learners. It is in line with Maros et al., (2012), as cited in Indahsari et al., (2025) who stated that any English language proficiency program must consider both institutional and students’ level in order to build programs that are meaningful to students and effectively managed. In other words, Students with different levels of English proficiency will require different levels of support and instruction. The syllabus is designed to increase the quality of English learning by matching the students’ needs and level. (Herdawan et al., 2021). In brief, teachers may adjust their instruction to each student's requirements and make sure they receive the right amount of challenge and assistance by knowing each student's level of English.

Besides, speaking and listening skill are necessity for students to build their communication skill in workplace. To emphasize this aspect is to understand that listening is often implied as part of speaking, as one won’t be able to speak a language without also listening (Brown, 2004, as cited in Chusna et al., 2023). It is necessary to understand and react to what has been said. Consequently, participating in interactive activities, students must master listening and speaking skill. To address the students' needs for future work, the teacher must supply ESP content that is appropriate for their major other than general English (Tahang et al., 2021). Despite the fact that teaching English conversation skills takes up a large portion of language training, it is also crucial to include many other spoken language forms in a language course. However, the students of maritime who are in begginer level must face the lack of communication in English. Lack of vocabulary, grammar, and pronunciation expertise are the main causes of pupils’ loss of communication concepts. Students must grasp a number of crucial communication aspects in order to become fluent in communicating (Fitriani and Apriliaswati, 2015). Therefore, students may lose the ability to communicate if they are not

proficient in vocabulary, grammar, and pronunciation. It is in line with Nicolas and Fauziningrum (2018) and Wulandari (2023) who stated that the hardest skill to master is pronunciation, while vocabulary and grammar are still lacking too so issue causes students get problem in speaking English. Thus, grammar, pronunciation, and vocabulary material should be provided in syllabus design for begginer level. It is crucial to add several learning material through the course such as the conversation on ship and daily conversation to train their communicating skill and increase their English fluency.

In addition, the students' needs, their goals and motivation are also the most important things to be considered in ESP teaching. The materials of ESP should be selectively selected and the teacher might continue with the activities or tasks suitable with the materials that the students should perform. Concerning the ESP activities it is necessary to keep in mind that the context should be consistent with studying subject matter (Bracaj, 2014; Masdianti et al., 2024). Furthermore, the ESP teachers should implement various teaching methods, techniques and materials in order to gain the students required competence (Chams, 2016; Ananta et al., 2025). In short, the maritime students should be taught be in line with students' need such as speaking and listening skill, teaching method which gives more practice to students and mastering English vocabulary, grammar, and pronunciation to increase their communication skill to be used in workplace.

## CONCLUSION

Through the needs analysis, the syllabus design is made for beginner level. Based on students' necessities, English is very important for their career. In workplace, English become the main language in communication. Thus, they need improve their speaking skill and listening skill. In communication, the students must become good speaker to give the information for other people and also they must be good listener to receive information from other people. The way to be good speaker are learning: 1) grammar, by learning grammar they can use correct stucture and it is most formal and suit with their workplace as maritime, 2) vocabulary, it helps them to express their idea or help them to say something, by memorizing a lot of vocabularies can improve their speaking skill, and 3) pronunciation, if the students have good pronunciation, they will be able to avoid misunderstanding in communication. In additional, teaching strategy has important role inlearning process. There are several teaching strategies that make the learning process can run well, the students will be motivated, and they can understand the learning material eassily. Moreover, by using appropriate strategy which suit with learning material can make the students enjoy the learning and they will not be bored in learning process. Futhermore, environment can influence the students in reaching the leraning goal and improve their English. Especially for speaking and listening skill, the use of English is not only in classroom and college but also out of the learning, the students must be familiar with English by using English in their daily communication. It means that practice makes perfect.

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