

Investigating Students' Need Analysis on English Learning Materials for International Class Program (ICP) of Geography at Universitas Negeri Makassar

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ABSTRACT

This research is aimed to identify students' needs for English language learning in International Class Program (ICP) of Geography at Makassar State University. The main focus of this study is to investigate students' learning needs and students' target needs related to English learning materials. This research used a mixed-method approach by combining quantitative and qualitative data analysis. The number of participants in this study was 30 people, consisting of 28 second year ICP Geography students and 2 lecturers. Data collection instruments were questionnaires and interviews. The findings showed that the students need English learning materials that were relevant to their fields of study. Appropriate materials were considered to play an important role in improving students' English skills. Based on the learning need analysis, it was found that there are differences in English proficiency levels among students. Speaking and listening skills were considered the main skills that needed to be mastered because they were believed to support the English learning process more effectively. The most common problem faced by students was pronunciation errors. Analysis of target needs showed that students' learning styles are diverse, such as learning through reading, learning through videos or films, and learning in small groups. The main goals of students in learning English are related to future career aspirations and self-development. Efforts made by students to improve their English skills include memorizing English vocabulary, reading English texts, watching films, and listening to English music.

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KEYWORDS

Need Analysis, Learning need, Target need.

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1. Introduction

The effects of learning materials on teaching and learning are important. A lecturer needs to assess the current ability of the students before designing an English course, as this will determine the particular requirements in English that the students need to fulfil, including knowledge, competence, and skills. English for Specific Purposes (ESP) is an approach to teaching English that is designed to meet the specific needs of learners in a particular context, such as a particular profession, academic field, or career goal. According to Hutchinson & Water (1987) English for Specific Purpose (ESP) is an approach that is designed to fulfil the students' need in order to encourage students to study and to give proper mastery. Teaching English for Specific Purposes aims to support students' research or study in the specific form of the language they may require (Hyland, 2022; Weda et al., 2021; Yaumi et al., 2023). Additionally, English for specific purpose (ESP) is an English learning approach where the things taught and the teaching methods are based on the reasons why the student wants to learn English (Waters, 1994; Aswad et al., 2018; Rahman et al., 2019). Need analysis can be integrated into course design and have a good effect on improving the quality of the courses.

English holds a significant role in the modern world and plays a key role in various areas of life, both at the individual, organizational and global levels. English has emerged as a universal language and is used as the main means of communication in many countries around the world. The English taught in universities can occasionally be unrelated to the needs and backgrounds of the students, particularly in non-English study programs. There are several of reasons why this occurred, such as a lack of English learning and teaching material and the resources are not designed with specific goals in focus. Kaharuddin (2018) states that several of factors could lead to a problem of low English competence that Indonesian students encounter when learning the language. The first factor is that the problem comes from the curriculum and syllabus. Secondly, the condition of Indonesian classrooms usually noisy and crowded. The third factor is the teachers

still need deeper education in the teaching of languages. Consequently, it is crucial that students in the ESP have their needs analysis to identify the most effective approach to English language material.

Studying English learning materials can be very helpful in clarifying the goals of language program and syllabus that are adapted to the needs of every student (Weda et al., 2022; Ko et al., 2025; Sachiya et al., 2025). Geography Education provides an International Class Program in which students take English as a required subject and apply it as the language of instruction in class. This research is important to conduct because the need for contextually appropriate English learning materials is crucial in supporting the success of international class programs, especially in the Geography Study Program at Makassar State University. The International Class Program (ICP) is designed to prepare students to be able to compete globally, one of which is by improving academic and communication skills in English. However, until now, there have not been many studies that specifically explore students' real needs for English materials that are relevant to their fields of study, in this case Geography. Needs analysis is carried out to understand students' specific needs in learning English can help prepare English learning materials that suit their needs, so they can increase the effectiveness of learning and achieve optimal learning outcomes. Brown (2016) defines needs analysis as a systematic process for understanding and identifying the specific learning needs of students, especially in the context of English for Specific Purposes (ESP). Brown explains that needs analysis includes a variety of important steps, from determining the focus of the analysis according to the course context and student level. This research focuses on analyzing students' English learning materials requirements in the International Geography Class Program where several terms are often encountered related to science that uses English and also uses English as the language of instruction in certain subjects.

2. Methodology

This research focused on need analysis. This research used mixed-method approach, which combined qualitative and quantitative. Mixed methods research, according to Creswell and Creswell (2023), describes how it integrates both qualitative and quantitative approaches to provide a more comprehensive understanding of research phenomena. This approach is used when a problem cannot be explained with just one method, and integrates numerical data with narrative for more in-depth analysis. Dawadi, et al., (2022) in their article, the authors explain the importance of a mixed methods approach to addressing complex problems in research. They highlight that the integration of quantitative and qualitative data provides a deeper and broader understanding of the phenomenon under study, as well as strengthening the findings through triangulation. The results of the data, both questionnaire data and interview data became attachments and notes in analyzing student needs.

3. Result and Discussion

The findings of this research are derived from the analysis of data to identify the students' English language need. Need analysis is a process to match English learning material those are appropriate to what they need both academically and for future career goals or occupation. TSA (Target Situation Analysis) and PSA (Present Situation Analysis) are important elements in assessing and identifying students' language needs. In this research, two instruments were used namely questionnaire and interview. The data obtained was based on the results of filling out the questionnaire and reinforced by interviewing with 30 research subjects, of which there were 28 ICP geography program students and 2 English lecturers. According to the research questions, the results of this research are divided into two parts those are students' learning needs and students' target needs. The students' needs are outlined through the description of the figures, tables and interview transcripts.

3.1 Students' Learning Needs

This research identifies students' learning needs based on Present Situation Analysis (PSA), covering students' perception on their learning abilities, Students' perception on their English skill, learning problem, and topics related to English for specific purposes in classroom setting.

a. Students' Perception on their Learning Ability

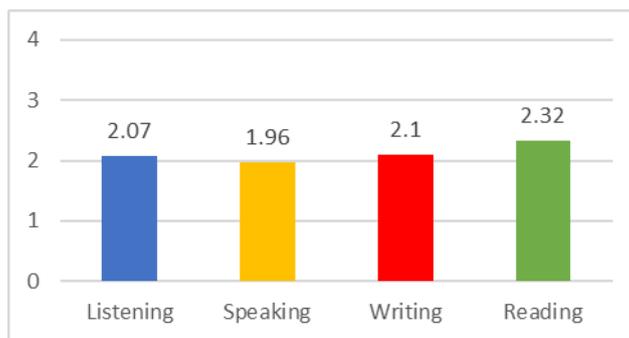


Figure 1. The Students' perception level on learning English

The results of the analysis of students' perception level show that the students of International Class Program of Geography have a fair perception level in learning English. In writing skill, Writing well paragraphs places first among students' writing skills, indicating that many International Class Program of Geography students view this as the important skill. However, the lowest position of students' perception ability in writing skill is on writing by using academic vocabulary. It can be concluded that when providing learning reports, the students in the International Class Program of Geography require some of academic vocabularies.

In speaking skill, Speaking fluently scores 3.28 which belongs to very important category, speaking based on the context scores 3.25 which belongs to important category, speaking based on the correct grammar scores 3.21 which belongs to important category and speaking based on the context fluently scores 3.17 also belongs to important category. The highest average score is speaking fluently and the lowest is speaking based on the context fluently. Referring to the data, the students of International Class Program of Geography consider that every component of speaking ability is important even very important and speaking fluently is what they want. While in listening skill, Able to understand listening material scores 3.35 which belongs to very important category. Able to understand listening quite easily scores 3.28 which belongs to very important category. Able to understand listening material from the easy to the difficult material scores 3.21 which belongs to important category and able to identify specific, detailed main ideas of information from various types of listening material scores 3.14 which also belongs to important category. Referring to the data, the students of International Class Program of Geography consider that every component of listening ability is very important and able to understand listening material is a very important material for them to master.

Then in reading skill, able to understand reading material well and able to understand reading material in detail remain same score 3.35 which belongs to very important category. While able to understand specific reading material scores 3.32 which belongs to very important category and able to understand reading material well, detail and understand the main ideas of the reading material scores 3.25 which belongs to important category. According to the data, it can be concluded that the students of International Class Program of Geography think that all of the items of reading skill are important.

b. English Skills

Listening skill with score 3.42, speaking skill with score 3.60, writing skill with score 3.39 and reading skill with score 3.5. All the categorizations of English skills are on very important category. From the data presented it can be seen that the students perceive that speaking as the most important skill with average score 3.57. On the other hand, the lowest average score is writing with score 3.39.6

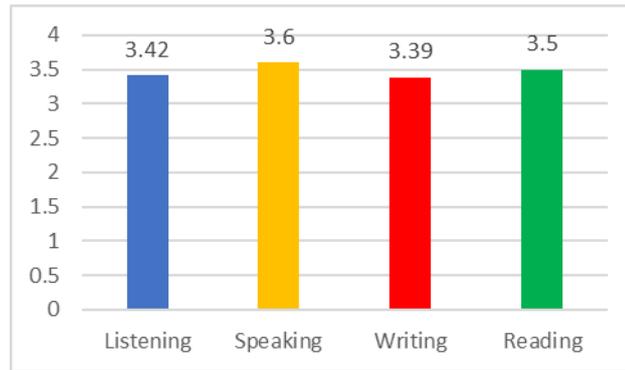


Figure 2. Students' perception on English Skill

Seven respondents in all agree that learning English is essential for the International Class Program in Geography. English is related to the International Class Program in Geography, where students should be proficient in the language and acquire all necessary skills for helping in the teaching and learning process.

“English is very important, because we know that ICP is an International Class Program, a bilingual class, therefore we use 2 languages of instruction for lectures, namely English and Indonesian” (Respondent 1)

c. Learning Problem

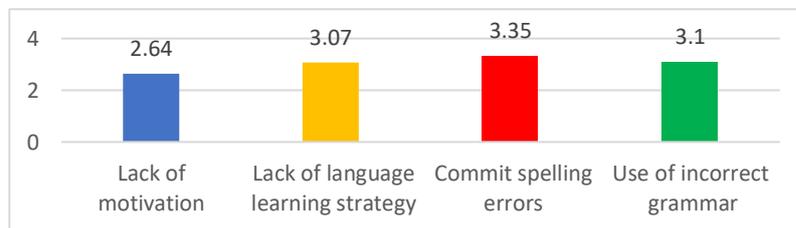


Figure 3. Students' Learning Problems

From the data presented it can be seen that commit spelling error is the highest score, which means that students always have difficulty in spelling words correctly. Use of incorrect grammar, lack of language learning strategy and lack of motivation belong to often category where they are indicating that the students frequently encounter these problems in their English language learning process.

“My obstacle in learning English is more about pronunciation, sometimes I find words that are pronounced slightly differently but in terms of meaning are very different” (Respondent 5)

d. Topic

Table 1. Topic

Introduction	3.53
Ask and give answer	3.42
Grammar	3.42
Write daily activity	3.17
How write a CV	3.32
Time Signal	3.28
Indonesian Geology and Geomorphology	3.5
Soil Geography	3.42
Oceanography	3.53

Geography of Animals and Plants	3.46
Cultural Geography	3.42
Geographical Information System	3.53
Population Geography	3.42
ESM	3.5
Entrepreneurship	3.35

The data indicates that all the topics fall into important to very important categories. The result offers that the students in International Class Program of Geography regard all the recommended topics as valuable to their learning process. Among the fifteen suggested topics, topics with the highest average score 3.53 are introduction, oceanography and Geographical Information System. This reflects the students' emphasis on being able to introduce themselves in English, they want to improve their speaking skill in English. Besides that, they also want to focus on the materials in their field, which of course must be in line with the English skills they need. Meanwhile, the topic writing daily activity received the lowest average score, that is 3.17. Although this topic has the lowest score, it still categorized as important category. This indicates that the students of International Class Program of Geography consider all of the suggested topics to be very important.

3.2 Students' Target Needs

In this research, students' target needs are explored through Target Situation Analysis (TSA), particularly focusing on learning styles and purposes.

a. Learning Style

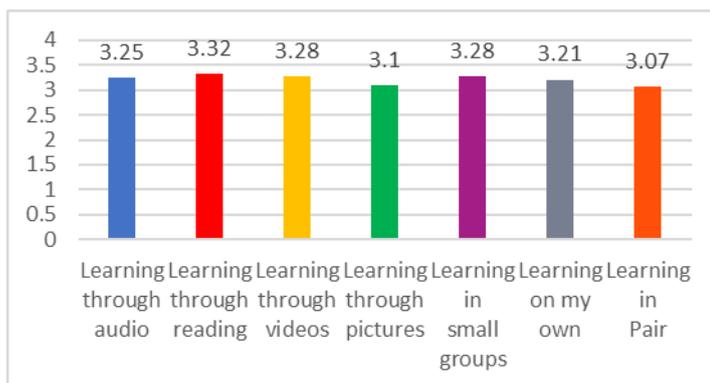


Figure 4. Learning Style

Learning through reading becomes the first position with the highest average score. It means that the students of International Class Program of Geography are more interested to learning English through reading. The second position is learning through videos and learning in small group, the third position is learning through audio, then learning on my own is fourth position, the fifth position is learning through pictures and the last position is learning in pair.

"I prefer to study together because when I study alone, I don't have a friend to talk to, sometimes I'm confused about what to study. If I have a friend, we can train each other" (Respondent 3)

b. Learning Purpose

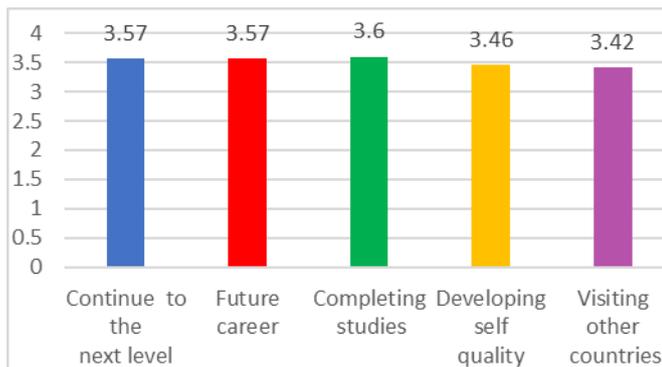


Figure 5. Learning Purpose

All of the data refers to very important category reflecting the students’ strong dedication and motivation. In conclusion, most students prioritized completing their studies and attaining the highest position among other options. In addition, continue to the next level, future career and also developing self-quality and visiting other countries. The students of International Class Program of Geography have their own goal.

“My main goal in learning English first is because I want to improve my English skills, especially in this era English is very important to support career and education” (Respondent 1)

c. Students’ Efforts

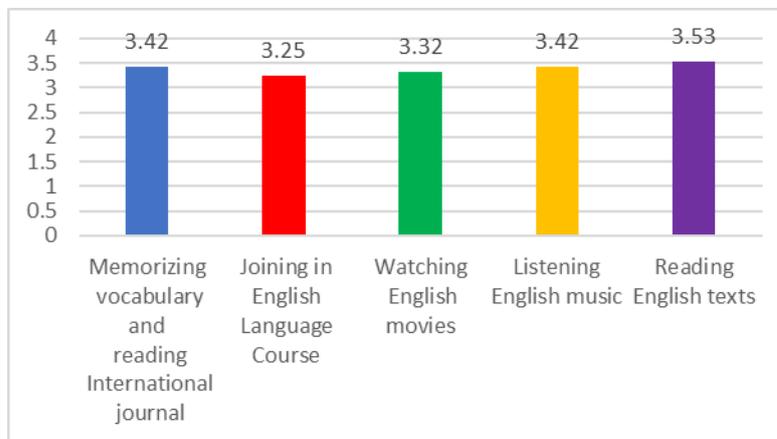


Figure 6. Students’ Efforts

From the data, it can be concluded that the students of International Class Program of Geography perceive reading English texts as the most important effort in improving their English skills. Mastering English is an important goal for the students, as it helps them understand English learning materials more easily. They are determined to improve their English skills to achieve their academic goals. To do so, they have made several efforts, such as listening to English music, watching English movies, reading English books, working with others, joining English course and also using learning language apps like Duolingo.

“For me personally, when I learn English, I like listening to English music. So, if there are lyrics that I don’t know the meaning of, I try to translate them myself and look at the translation” (Respondent 4)

3.3 Discussion

In the discussion section, it is explained by using thematic analysis. Thematic analysis was used to identify key patterns and findings related to students’ English learning needs, challenges, motivations, expectations or target needs. The findings were coded and categorized into several main themes that reflect the experiences and perceptions of the participants. There are 6 themes found by the researcher, namely as follows:

a. The Urgency of English proficiency in the context of an International Class Program (ICP)

This theme shows that both lecturers and students agree that English language skills are very important in the context of the International Class Program (ICP). Students realize that English is not only a language of instruction, but also a key to academic success in an international environment. This reflects the high demand for English language proficiency as a basic skill in international education. This finding is in line with the opinion of Wang et al (2023), the finding confirms that in the context of international programs, English proficiency is not only a means of communication, but also a determining factor for academic success. This is in line with the needs of the International Class Program (ICP) in Indonesia, where students are expected to be able to follow lectures, understand academic literature, and actively participate in scientific discussions that are mostly delivered in English.

b. The Need for Integrating English for Specific Purpose (ESP) in the ICP Geography Curriculum

In the International Geography Class Program, almost all students perceive the importance of English language teaching materials. One very important thing is the suitability of the teaching material to the students' needs. Based on the results of interviews with both students and lecturers, most of them agreed that the English material they received did not meet their needs as international geography program students. Although some of them said that the English material they received was still important to learn. International Class Program (ICP) Geography students realize that a deep understanding of listening materials, especially those related to their subjects, is very important. This is because the listening component is very much needed in several English tests as well as to improve their communication skills. This finding is related to Qasserras (2025), who stated that understanding listening material is very important in developing listening skills because it involves cognitive and affective information processing. Being able to understand listening materials related to Geography also helps students communicate effectively, both in academic contexts and in everyday life interactions.

Thus, the awareness of the importance of understanding listening materials shows that this skill is not only important in formal exams, but also has a major impact on academic success and overall communication skills. This reflects students' understanding of the need for a deep understanding of materials relevant to their field of study to achieve success in the academic and professional world.

c. Academic and Professional Orientation as Motivation for Learning English

Data analysis of student perceptions indicates that the students in International Class Program of Geography tend to learn English to complete their studies following with continue to the next level of education, and prepare for future careers. English language proficiency is a crucial factor in the academic success of students on international programs. As the primary language of instruction in many global higher education institutions, adequate English language skills enable students to understand course material, participate in academic discussions, and complete assignments effectively. Wolf et al. (2022) emphasized that language demands in academic standards require the integration of multiple language skills, which emphasizes the importance of English language proficiency in academic contexts.

Thus, English proficiency supports not only academic success but also the social and emotional well-being of students in international programs. In this case, it can be concluded that completing studies is the main goal of students in learning English, although the average score of each item in the learning purpose is not much different and indicates that each student has their own goal in learning English. This orientation reflects instrumental and integrative motivations in which English is used as a means to achieve academic and professional goals at a global level.

d. Challenges in Developing Speaking Skills and Language Confidence

Based on the interview results, students stated that most of them have problems in speaking. This is due to lack of confidence, complicated pronunciation of words, lack of vocabulary mastery, fear of making mistakes, and use of incorrect grammar, lecturers also noted that lack of self-confidence was a barrier. Other problems such as the students are afraid of making mistakes when learning English, they are afraid of being judge if they make mistakes. It can be concluded that the biggest difficulty experienced by the students in International Class Program of Geography is in the speaking section, especially in pronunciation, choosing the right words, and lack of confidence when speaking English. This is greatly influenced by the lack of appropriate learning strategies and poor mastery of English. They need to improve their speaking ability by learning vocabulary, pronunciation, how to be confidence, and grammar.

e. Students' Independent Strategies for Enhancing English Language Competence

Many students take the initiative to improve their English skills independently through additional courses, apps like Duolingo, and watching or listening to English-language media. There are two important points that explain how students learn, and students' efforts or strategies to improve their English skills: Learning style and Students' efforts. Learning styles refer to an individual's preferences for how they learn and process information, which includes how an individual receives, processes, and remembers information. The students prefer to learn through reading. Reading learning style reflects students' tendencies in obtaining and processing information through written texts. This is reinforced by the findings of Benitez-Correa et al. (2022) which stated that students with reading learning styles showed more optimal learning outcomes when they were supported by appropriate reading strategies, such as note-taking, repetition, and independent reflection. Thus, the integration of reading learning styles in English learning can improve students' understanding of texts, strengthen vocabulary, and develop critical thinking skills through reading.

Through the interview results, the researcher identified that in an effort to meet their learning needs, students apply various strategies such as reading English articles or books, watching English films, listening to English music, studying in pairs, and utilizing English learning applications. This shows that students of the International Class Geography Program make various efforts to improve their English language skills, with reading English texts as the main method in developing language skills. Tikiawati et al. (2023) revealed that high-achieving students in English speaking classes in Indonesia use various learning strategies, such as imitating pronunciation, listening to native speakers, watching English-language films, reading English-language books, and discussing with teachers and peers to improve their speaking skills.

f. Lecturers' Expectations on Students' English Language Development

Lecturers hope that students will be more active in learning English by joining English communities, courses, and consistently practicing their skills in order to succeed in their field. Lecturers have high expectations for students in developing their English language skills as part of their readiness to face academic and professional challenges in an international class program environment. They encourage students to actively engage in language enhancement activities such as taking additional courses, joining English clubs, and utilizing digital media such as learning applications and educational videos. These expectations reflect the belief that student success in an international context is determined not only by academic ability alone, but also by adequate English language competence (Raniadi & Umar, 2023). Research also shows that support from lecturers and a conducive learning environment play an important role in motivating students to develop effective independent learning strategies, including the use of technology and co-curricular activities (Kang & Sung, 2024).

4. Conclusion

Analysis of students' learning needs shows that they have different needs in learning English and face various challenges in the learning process. International Class Program (ICP) Geography students showed better reading skills compared to other English language skills. They considered speaking and reading skills to be the most important to improve English language skills, followed by listening and writing skills. One of the main problems often faced by students is the error in pronouncing English vocabulary, which indicates the need for special handling in this aspect. In terms of the choice of learning materials, ICP Geography students prioritize English language learning, namely introduction. When you introduce yourself in English, you show confidence and good communication skills, especially in formal situations such as presentations, interviews, or international meetings.

The results of the target situation analysis show that the students in International Program (ICP) of Geography students have various learning styles when learning English. They understand that learning styles play an important role in absorbing and understanding materials, the reading method is the most preferred method. Meanwhile, the motivation to learn English among students is also diverse, but most are directed at academic achievement, future careers and self-improvement. In addition, Students have done various ways to improve their English language skills, especially through activities such as reading English texts, watching movies, and listening to songs. These activities reflect the potential for interesting and effective learning strategies. Therefore, to meet these diverse needs, educational approaches can be specifically designed so that the English learning experience for the students in International Program (ICP) of Geography becomes more comprehensive and meaningful.

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