

Designing an ESP Syllabus for International Relations: Insights from a Needs Analysis Study

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ARTICLE INFO

Keywords:

ESP;
International Relations;
needs analysis;
syllabus

Article history:

Received 2024-02-02

Revised 2024-03-03

Accepted 2024-06-30

ABSTRACT

The distinct research of ESP (English for Specific Purposes) for International Relations (IR) students is rarely explored despite the growing need for ESP for this particular group of students. These students must demonstrate proficiency in specific language competencies for a variety of purposes, including arguing, negotiating, and participating in IR-related debates. Facilitating students' ownership of the necessary capabilities is critical to ensuring that they acquire them successfully. This study aims to depict the importance of needs analysis in syllabus making for EFIR (English for International Relations). A decent preparation of the syllabus contributes to the success of the ESP implementation. In this study, the researcher involved students' and expert practitioners' intuitions as the sources of the needs analysis. The participants of this research were 108 IR students and two expert practitioners. These students were asked to fill out a questionnaire, while some more-detailed interviews were conducted by involving nine stand out high, middle and low-achiever students. In addition, the four expert practitioners that consisting of two lecturers and two IR graduates were interviewed to enrich the needs analysis data. All of the data were analyzed using quantitative and qualitative analysis. The finding of this study is that the syllabus can be applied for universities that provide the same ESP program for their students. Hopefully, the syllabus that was constructed by considering the stakeholders' needs analysis could be a useful guidance for EFIR implementation.

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1. INTRODUCTION

With its status as a global language, English is considered a substantial language to master by people around the world. Based on data from the Statista Research Department, around 1.5 billion people worldwide spoke English either natively or as a second language in 2023 (Dyvik, 2023). This large number of English speakers vividly depicts the potential value for those who master this language. Students with strong English skills, for example, are more likely to be accepted for jobs (Saputri & Purnawarman, 2019). Furthermore, understanding English can help pupils improve their communication

abilities, particularly when dealing with people from foreign nations (Chandrella, 2023). Communication can run smoothly when there is no language barrier between both speakers.

In Indonesia, the growing need of English has been massive not only for general purposes as in GE (General English), but also for specific purposes as in ESP (English as Specific Purposes). Specific uses of English have urged educational institutions to facilitate learners to meet their need. In the university level, each study program, therefore, dedicates one to two English courses or approximately two to four credit semesters for the non-English Department.

Having this limited time allocated for ESP course, ESP practitioners believe that the time is insufficient to help learners to be proficient English users in this specific fields (Luka, 2007). On his case study research, Ho (2011) explained that in universities in Hongkong, the ESP practitioners received a high demand in conducting ESP classes, but the available time was very limited. He further explained that there was seven CILO (Course Intended Learning Outcome) within thirteen weeks of teaching. Besides, the material also becomes a concern in ESP course since they are primarily formed based on the teachers' subjective beliefs, perceptions, and intuitions without any objective evaluations of the needs and circumstances of the students (Andi & Arafah, 2017). Due to the absence of experts' insights in developing the learning material, the teachers who mainly use their belief are likely missing to address the real use of English in the working world. Aliakbari & Boghayeri (2014) write that students tend to have low knowledge and skills to cope with the target language despite having passed the ESP courses at university.

Another issue that arises from ESP implementation is related to ESP instructors. Most of the instructors who teach ESP course are neither equipped with proper ESP training nor own supplementary knowledge on the subject they are teaching (Muhrofi-Gunadi, 2016). In Taiwan, for example, a typical criticism leveled about language teachers teaching ESP is that they lack appropriate expertise of their students' professional disciplines as many of them neither possess sufficient English proficiency nor in language teaching pedagogy (Chen, 2011). As an attempt to solve the issue, need analysis can be used by teachers to help them understand their students' skills and gain valuable insights from expert practitioners who have a better understanding of the real use of the language as a professional. From the research conducted by Northcott & Brown (2006) for example, it is explained that in order to teach legal English, there should be a collaboration between language translators and law lecturers. In this case, both the law lecturers and the language translators are the expert practitioners. The law lecturers can help the language translator understand specific legal terminology. This is significant because if the translator lacks appropriate legal and linguistic skills, they may engage in self-interpretation of terminologies, which can lead to a variety of sociopolitical issues.

In order to build an effective course, the result of the need analysis in planning and developing the course, as reflected on the syllabus, is required (Basturkmen, 2010; Hyland, 2006). With more thorough information on the required skills, preferred methods of teaching, and assessing students, learning materials can be generated as effectively as possible, eliminating the time constraint. The importance of a need analysis is also highlighted by (Hutchinson & Waters, 1987) who write the definition of ESP as a language teaching approach that takes into account the learners' reason in selecting the learning materials and teaching method. ESP is seen as a movement to meet the learners' specific needs in order to support their professional roles (Richards & Rodger, 2001). By conducting a need analysis, the course developers can involve the learning stakeholders including students and expert practitioners in formulating what to teach, how to teach, how to assess the learners and adapting all those elements to create a learning experience that will be useful in the real working world.

In Indonesian context, various researches on the use of need analysis in developing an ESP course had been conducted in some different majors such as Nursing (Bae, 2017; Jubhari et al., 2022; Nurakhir & Palupi, 2018; Susandi & Krishnawati, 2016), Management (Fortuna et al., 2022; Wulandari, 2023; Yulia & Agustiani, 2019) Engineering (Rahayu et al., 2016; Sari et al., 2020; Sarwanti et al., 2023), Accounting (Nugroho, 2020; Prasongko, 2023; Rahmatunisa & Agustiana, 2018), etc. In the field of International Relations, there were two previous studies that explored the use of need analysis for English teaching

(Duka et al., 2020; Saputro & Hima, 2018). However, there has not been any research that was conducted with a syllabus making as the objective. Therefore, this study was undertaken with the aim not only to explore the need analysis of the stakeholders in developing an ESP course but also to create a syllabus that can be used or adapted by ESP lecturers in English for International Relations Course in other universities. There are two questions that are aimed to answer:

1. What language competencies are considered essential for students and expert practitioners in International Relations study program?
2. How can the insight from the need analysis be integrated into the design of an ESP syllabus?

2. METHODS

2.1 Research Design

This study used Research and Development (R&D) research design which aimed at creating a syllabus as the initial product. As it is stated by Okpatrioka (2023), R&D research design includes the steps taken by researchers to invent a new product or fix the existing products. Further, this type of research can be a connector to fill in the gaps between both basic and applied researches. In this study, both qualitative and quantitative data was acquired from the interview and questionnaire. These data were collected and thoroughly evaluated in order to develop a prototype syllabus.

2.2 Data Collection

2.2.1 Questionnaire

The quantitative analysis was based on questionnaire data, whereas the qualitative analysis relied on interview data. The questionnaire respondents were 108 second semester IR students aged 17 to 22 years old, with 69 female and 39 male students. The questionnaire was distributed online through Google Forms. Before distribution, the questionnaire was checked for face validity. A group of second-semester students studying the same course were tested for face validity using the same questions. Students had little trouble understanding the questionnaire items and responded positively during the questionnaire filling process because they were enthused about the notion of incorporating their feedback into course materials.

2.2.2 Interview

The interview data were taken from interviews with students and expert practitioners. There were nine students as the representative of high, middle and low achiever students who become the participants of the interview. The classification was based on the mid-semester test students had prior to the research. The classifications are used in order to picture students need and preferences from these three different levels. Then, the interviews with four expert practitioners involving two IR graduates and two lecturers were conducted to enrich the data, especially on the target language use in the real working world. All of the interviews were conducted online using the Zoom application.

2.3 Data Analysis

The data analysis of this study applied Target Situation Analysis (TSA) and Present Situation Analysis (PSA) to address the research questions. The information regarding the required skills in which the learners will utilize the language can be depicted using TSA (Martinez & Sanz, 2008). The interview dataset from the IR graduates and lecturers was used as the prominent information for getting sufficient information for conducting the TSA.

Meanwhile, PSA analysis is a method for identifying students' current skills and language use (Duddley-Evans & John, 2009) as well as determining students' individual needs. It will inform students about what they can do with the language currently (Hossain, 2013). From the questionnaire, the data about the students' strong and the weak skills, English learning habit, English learning history, preferred learning activities, and expected learning outcomes were examined to conduct the PSA.

3. FINDINGS AND DISCUSSION

3.1. Questionnaire Results

The questionnaire was distributed to the 108 students taking English for International Relations (EFIR) course from three different classes. 55 percent of the students have learned English for more than ten years, 31 percent of them have learned it between 5-10 years, and 13 percent of them have learned it for less than five years. The majority of the students have learned English since they were in elementary school. Some even have had it since they were in kindergarten.

Being exposed with the four English skills in their previous educational institution, students claimed that they were more confident in some skills compared to others as seen in the following table.

Table 1. Students' Strongest Skills (N=108)

Segregated Skill	Percentage	Integrated Skills	Percentage	Others	Percentage
Listening	10,2	Listening and speaking	13	Vocabulary	1,8
Speaking	14,9	Listening and reading	13,9	Grammar	0,9
Reading	20,5	Reading and writing	4,6	Pronunciation	1,8
Writing	2,8	Reading and speaking	2,8	No skill	0,9
		Writing and speaking	0,9		
		Listening, reading, and writing	4,6		
		Listening, reading, and speaking	4,6		
		Listening, speaking, reading, and writing	1,8		

Students felt that reading was their strongest English skill, followed by speaking, listening and reading, listening and speaking, and listening. Writing was the most difficult skill to master. Students indicated that writing is difficult for them for a variety of reasons, including a dislike of writing, difficulty arranging words into sentences, and inability to employ proper grammar, which becomes the focus of attention in writing. The following excerpt shows students' explanations.

"Writing because it is difficult to put together the right words using the right grammar." (Student AR)

"Writing because I don't master English vocabulary so I like to have difficulty writing in English." (Student LC)

"Writing because when writing in English I still have doubts. I don't like grammar because of its complexity." (Student IA)

"Grammar & writing, I feel these two things are a bit complex for me because they require something like a formula. (Student FA)

Students' argument to decide a particular skill as their favorite and strongest skill was merely because they were good at it as they mentioned in the following excerpt.

"Reading, because for me, it is easier to understand." (Student AT)

"Reading because I'm quite good at it." (Student MN)

"Listening and reading because I feel easy and comfortable when doing it." (Student FL)

"Listening, reading, and writing because I don't master production skill such as speaking." (Student AT)

"Listening, because I feel that when I listen, I better understand the meaning of what is being said." (Student FA)

"Listening, reading, and writing because I am used to it and can be said to be semi-proficient at these skills and I can use it every day in communicating with other people via the internet." (Student BM)

Furthermore, the questionnaire results revealed that the majority of these students had little opportunity to use English with their family members as their micro environment. Despite the fact that they had no place to utilize English at home, the students were relatively active in pursuing opportunities to study English outside of the classroom. The vast majority of students did not attend an English course. Instead, the majority of them learn independently. Students engaged in a variety of activities to develop their English skills. Listening to music, watching English podcasts (25%), watching YouTube videos, TV shows, and English movies without subtitles (24%), covering both listening and watching activities from various sources (48%), and doing other listening practices through games and listening exercises (3%).

Talking in English with friends, families, and even strangers they met while playing an online game was the most popular action students took to improve their speaking skills (42%). Interestingly, as noted in the following excerpt, some students discovered an English-speaking community in which they could use English as a means of communication through an online game.

"Play games that involve communicating in English." (Student MF)

"Communicate in online games." (Student KY)

"Play games with people who speak English." (Student DC)

"Play games with international servers." (Student MFD)

Besides, the result of the questionnaire reported that students loved to do "English self talk" (38%) as a form of speaking practice. Students practiced this "self talk" either in their mind or in front of a mirror as written in the following excerpt.

"Speak English every day with yourself in front of the mirror or just speak English to yourself." (Student VS)

"Talking to my self alone." (Student JA)

"Try to speak English everyday, with anyone. Even if they don't understand me then I just speak by myself in English. I also likes to just speak by myself (I know it sounds crazy) but I just try to express my feelings in English as much as I could." (Student AA)

The rest of the students claimed that singing (12%), joining a speaking class, playing speaking games, learning through Duolingo, and conducting oral presentation (14%) were students' preferred listening activity. Meanwhile, for improving the reading skill, students loved reading various kinds of sources like novels, journal articles, news, comic, poems and other English source.

According to the survey results, students' favored activity for improving their writing was writing a short story or keeping a diary about their experiences (36%). Chatting with a friend (18%), writing a caption on social media or tweeting (13%), writing a paper or journal article (9%), writing a poem (3%), and undertaking pre-writing activities including reading, listening, and watching English sources (16%) were among the other writing activities students enjoyed. These students did not have any real writing practices yet because their learning was only limited in getting more writing ideas or writing references. Surprisingly, several students (5%), claimed to have done nothing to improve their writing skills. It demonstrated that some students made no attempts to improve their writing skills. The questionnaire results also revealed that students liked to perform micro writing such as a poem, a caption, a tweet that is limited to 280 characters, and social media chats that are often brief.

Table 2. Students' Expected Outcome (N=108)

Expected Outcome	Percentage
Improving English skills in general	40
Improving speaking skill	10
Improving writing skill	4
Improving English skills in International Relations field of study	15
Improving English skills in professional context	21
Improving English fluency	6
Having no idea at all	4

Students' projected outcomes for the course were also included in the disseminated questionnaire. The expected outcome was still dominated by students' desire to enhance their general English skills (40%), with some mentioning more particular skills such as speaking (10%) and writing (4%). 21% of students predicted that the course would benefit them professionally in the future. They stated that the mastery of English in professional contexts is required, particularly when students work in foreign communities, as shown in the following excerpt.

"Improving English language skills in professional/work/formal contexts, because of course this is a skill that will be needed when we are involved in international relations in the world of work in the future." (Student YH)

"Increasing my English skills to be used in the world of work later." (Student RA)

"Improving my English skills, so that in the future it will be useful for my career life." (Student NS)

Student stated that they expected the course to assist them prepare for the requirement to use English in the workplace, despite the fact that they did not appear to have any clear views on the actual use of the language in a professional situation. Meanwhile, table 2 shows that 15% of the students had a shorter aim. As seen in the following excerpt, they said that they wished to enhance their English in order to perform better as International Relations students.

"I hope it can compensate for my lack of English proficiency; I also believe that English is one of the basic languages in international interactions, so perhaps there will be many meetings with English in the future." (Student AT)

"I wish to strengthen my English language skills, especially since I am an HI student in a sector where English is used more frequently." (Student CN)

"I hope it can assist me enhance my English and support courses in International Relations and beyond." (Student PP)

The study also revealed that while some students (6%) expected to enhance their fluency, others (4%) stated that they had no idea what to expect from this course. Despite the fact that just 4% of students reported to be unaware of the course's benefits for them, this figure indicated that some students came to class with no expectations at all.

3.2. Interview Results

3.2.1 Students' Interview

This study conducted multiple interviews to supplement its findings. One of the interviews was conducted to understand more about the unique needs of kids at different levels: high, moderate, and low achievers. The classification was based on the daily score and the mid-test results. Nine IR students were questioned individually using Zoom. The interview was specifically conducted to better understand the students' interests and the specific demands they would have in the workplace.

The noteworthy interview finding was that there was a significant difference between low, middle, and high achiever students. The majority of low-achieving students were unaware of potential employment opportunities. In contrast, the majority of mid and high achiever students know what they want to be in the future, despite the necessity to provide them with broader insights into job options. A better grasp of the upcoming vocation will allow them to focus on the abilities necessary to succeed in their future professions. The similarities among these students lay in the English skills that they prioritized, such as communication, persuasion, argumentation, and presentation, based on the future professions they mentioned, which included diplomat, journalist, non-profit professional, UNICEF employee, Embassy staff, researcher, and Public Relations (PR) officer.

Moreover, students claimed that they were interested in a variety of topics for the learning material, including soft diplomacy, human rights, Korean culture, Korean K Pop, Korean economy, gender equality, UN organization, and soccer. As for student DF for example, her interest in Korean culture increases her motivation to learn things related to it as she mentioned in the following excerpt.

"Maybe for me personally, I'm a bit interested in Korean culture. So, I want to discuss how the Korean beauty standard is a milestone in South Korea's economic growth. What about the Korean beauty standard and then there are K-pop idol groups starting expanding into the South Korean economy, that's how it is. I want to discuss that." (Student DF)

Meanwhile, others suggested different materials, as shown in the following excerpt.

"In International Relations study program, we learn a lot, starting from global security, cyber, or perhaps environmental and so on; especially like contemporary IR. Well, because there are so many topics available, it makes it possible for me to explore more information." (Student UH)

"Maybe what was interesting to me was actually was learning about diplomatic notes and debate for IR students" (Student AJ)

"Materials related to IR. Maybe I want to deepen it like this UN organization and women issue." (Student SA)

Some students specifically remarked that diplomatic notes are an important and intriguing material for them. However, it is interesting because none of the students mentioned politics as one of the interesting topics for them. It depicted students' low interest in hard topics like politics.

Furthermore, most students enjoy having debates as part of their learning activities as seen in the following excerpt.

"In my opinion, debate requires very strong critical thinking and responds quickly to situations. Responding quickly to something and still thinking critically at the same time is very necessary in various types of work in my opinion. Along with that, it is very necessary in various types of work. I learn how to handle a situation when given a motion that I may not be familiar with. Besides, I learn how to give in the argument and of course the way I convey my opinion will be very useful in the future." (Student AD)

"I really wanted to get debate as the material." (Student DF)

"Debate is very useful because the job that I have chosen really requires diplomacy skills. We can take diplomacy skills from lessons such as argumentative texts and debating, and speaking too." (Student SA)

Students argued that debate can help meeting their English needs including persuasion and arguments. Prior to the debate practice, students can familiarize themselves with the International Relations topics by conducting a presentation. As a result, they have conducted sufficient research on the subject before the debate itself.

3.2.2 IR Graduates' Interview

There were two IR graduates who became the respondents for the interview; Dila (pseudonym) and Tina (pseudonym). Dila currently works as a UX Researcher at detik.com. She has an intern experience at Liputan 6 and detik.com in the field of product management. As a UX Researcher, Dila conducts user research before launching detik.com applications or features. The process involves interacting with users to understand their needs, matching user expectations with business expectations, and creating solutions according to user expectations.

Reflecting to Dila's learning experience in EFIR course, there was a disappointment with the learning activities as she mentioned in the following excerpt.

"At that time, I think a lot of time was spent confirming the grammar, Ms. Yuni. So, for example, if we have a group, we'll make small groups, then we'll answer the questions. We spent a lot of time waiting for one group to get the grammar right. Until then we move to another group. And in the end one meeting was not enough to discuss this grammar which eventually continued to the next meeting. So, we spend more time answering questions. Then, if there is something wrong, we have to correct it; and that will continue to the next meeting. It is like one material takes a really long time because the focus is on righting wrongs; which is actually good, but maybe it doesn't align with my expectations, Ms. Yuni."

Dila highlighted that learning focus should not be on the grammar use because even though grammar is useful for a language learner, it should not be the stumbling block for the student to practice using the language. Furthermore, she explained that in her work context, Dila has the English need to prepare her for daily conversation, interview, and presentations. Therefore, she expects that the current lecturers can provide chance for IR students to have more conversation practice, interview simulation, and career preparation.

The second interview was conducted with Tina, who currently works at Thailand Embassy as an economic analyst. Previously, she had an intern experience in the Ministry of Communications and Informatics, Traveloka and Binar academy. In her current job, she is responsible for making reports on Indonesia's economic development, trade and investment, and engaging in current economic analysis, such as the impact of tourism content and events in Indonesia. This role requires a good speaking skill, argumenting and presentation skill. According to Tina, the learning activities on campus should ideally cover these needs through productive activities such as presenting and debating. For her case, debate and presentation are essentials for her as an economic analyst since these activities help her building

arguments and improving her speaking skill especially in the context of economic development and investment.

Besides, working as an economic analyst at Thailand Embassy forces her to use English on a daily basis because she needs to communicate with the Thai diplomat as she explained in the following excerpt.

“As I work in the economics section alone with a diplomat, so I really need to use English for everyday work because the other way can’t communicate because I don’t speak Thai. Yes, everyone uses English, whether talking to them or reporting by writing like that, they also use English.”

Moreover, she has a role in establishing relationships with the Indonesian government to facilitate Thai investment in Indonesia. In deliberating that role, she is often assigned as a translator at high-level meetings with diplomats and government officials. Different from Dila who thinks grammar is not substantial in her workplace, Tina believes that the grammar teaching should be more highlighted. The different working environment the IR graduates have and the different job description they have significantly influence the language focus they need. For Tina who deals with diplomats and government officials, the need to use formal language style with accurate use of grammar is demanding while the English use in Dila’s working place is more casual so that grammar is not really substantial.

3.2.3 Lecturers’ Interview

This study features two lecturers at an Indonesian public university who have previously taught the EFIR course. Roni (pseudonym) and Joni (pseudonym) are International Relations graduates. Roni obtained his doctorate in IR at a public university in Indonesia, and Joni received his master's degree in IR from a private university in Japan. Roni, who only taught the EFIR course online, highlighted the lack of experience students received from this course. He stated that this education should be practical. It would be even better if additional practitioners were invited as guest speakers to extend students’ horizons on more employment choices and to better grasp English use from the practitioners themselves, as he stated in the extract below.

“I appreciate the real-world insights provided by practitioners but I suggest the inclusion of guest lecturers from diverse professional backgrounds. Practical simulations, such as diplomatic briefings, to enhance the learning experience are highly needed.”

For many years, EFIR course was mainly aimed at preparing students to be a diplomat. The gap is emerged since many of the students were being professionals other than a diplomat. Roni also explained that the potential professions for International Relations graduates, ranging from diplomatic roles to NGOs, media, and entrepreneurship. This is in line with the graduates profil of IR study program. Roni proposes the inclusion of additional topics in the course, such as business English and table manners, to better prepare students for a diverse range of professions. Furthermore, Roni suggests that there should be an improvement in the course structure by incorporating more practical elements, and introducing language laboratories for listening exercises. Besides, Roni underscores the need for English language proficiency, especially in public speaking, negotiation, and writing for professional purposes.

Similarly, Joni highlighted the need to switch the learning goal into broader professions as he said in the following excerpt.

“This course focuses too much on diplomats, even though the profession of IR graduates is very broad. This course needs to be expanded in scope so that it can meet the needs of IR graduates in various professions.”

Another similar point that was brought by Joni was that this course needs to use more practical learning method. This course needs to have a special framework so that its implementation is more

focused and sustainable. For years, this course was handled by IR lecturers without any training on ESP teaching. Therefore, Joni suggested that the lecturers of this course need to have adequate English teaching skills.

Furthermore, Joni argued that some of the crucial materials for IR students cover negotiation, business writing, public speaking, presentation skill as he mentioned in the following excerpt.

"For example, a trade government meets a trade government from a neighboring country. We have to own the skills to negotiate, to express opinions, to oppose positions. I think that's what IR students should need first of all, what IR should prioritize. Oh, and of course to write reports, write rebuttals or write answers to inquiries provided by outside parties. For example, that alone must be prioritized by IR graduates who work in the government. In the private sector, it's probably more or less the same, but maybe in the private sector it's more fluid, the interactions are more fluid in my opinion compared to what is usually done in government. For example, the negotiations may be less formal and rigid than those in government. So maybe there are different cultures that we can see between these sectors. In international organizations, I think it's more or less the same as in government. However, there might be more in nature if we are an international organization that does not have a national position. It is more about managing the position of each country. Maybe it's actually more passive there."

Due to the nature of the course, which is more into practical, the learning process can be a combination of role playing, simulations, and case studies. The assessment that entails should ideally be suited as well by changing the written exams to projects or group assignments that place more emphasis on practical skills.

3.3. Discussion

3.3.1. Present Situation Analysis (PSA)

According to the questionnaire and interviews, the majority of students stated that their strongest skill was reading, followed by speaking and listening. Writing was regarded as students' poorest and least favorite skill for a variety of reasons, including a lack of interest in writing, poor sentence structure skills, and a lack of grammar knowledge. Even though students reported to be good in some abilities and deficient in others, the majority of students expected that the EFIR course would help them improve their English skills in general. It highlighted that students want the course to cover all four competencies rather than focusing on one.

Recognizing the difficulty of studying English, students took an active role in learning English outside of the classroom. Interestingly, students' answer depicted that there are more diverse learning activities available for two skills: listening and speaking. Meanwhile, there was a limited beyond classroom activities students undertook for improving their reading and writing. Some students even had no idea what they could do to improve their writing. This result showed that there was a need to provide students with engaging learning material and task that could also be executed after class, especially help students improve their reading and writing skills. Therefore, language learning beyond the classroom can be executed in order to improve students' skills. For improving students' writing skill for instance, students can use a writing club as a medium for them to practice writing and getting peer feedback from their friends and teachers. Students can also maximize their time to complete a collaborative writing project using Google Document. Through this activity, students can learn from each other and complete a project together.

Students also claimed that they expected to acquire learning resources that would help them in their future professional careers. It demonstrates that some students had looked beyond the classroom setting. Understanding that English is useful in their working world can activate their awareness on the importance of the course. This awareness has a big contribution to their motivation to acquire the language. Besides, this practice is beneficial to them since it provides them with a picture and allow them to prepare themselves ahead of time. In addition, many believed that the EFIR course would prepare them with other International Relations courses. Since many articles and journals as the learning materials are written in English, improving students' English ability in reading is considered helpful in boosting

students' understanding on the reading materials from other classes. Besides, based on the interview, the topics that students mentioned are current topics they discuss in other classes as well. Discussing the IR-related topic will provide students with prior knowledge about those IR topics.

Improving other skills is equally vital as reading. Due to the large number of international guest speakers educating IR students online, students must enhance their listening skills in order to better understand what the speaker is explaining. Meanwhile, mastering speaking skills is important when communicating with foreigners, including guest speakers and exchange students from other countries, because it gives them the confidence to participate in the learning process, communicate with both foreign lecturers and peers, actively participate in discussions, and give presentations. To satisfy these demands, the majority of the students interviewed proposed using discussion and presentation as learning activities in class. Some students also highlighted MUN (Model United Nations), which is a desire for most IR students.

The above explanation highlights the importance of learning all the English skills. By integrating listening, speaking, reading, and writing, students can improve their communication skills (Sadiku, 2015). These communication skills are very useful for helping students not only during their studies but also in the working world when they need to execute particular assignments like conducting presentation and understanding important documents in their workplace. In Jordan for example, even though English is considered as a foreign language, it is used as the first language in various occasions including formal occasion in government, lectures, and debates (Al-Alawneh et al., 2019). Similarly, communication is also regarded as an essential requirement in the workplace because English mastery is seen as a soft skill that is valuable (Gioiosa & Kinkela, 2019). This need emphasizes the need of using English to communicate with individuals in a variety of settings.

To facilitate students, teachers have to actively provide them with activities that incorporate real-world task including roleplay and communication tasks so that students get a chance to practice the material in practical contexts. This technique not only increases students' enthusiasm and involvement, but it also prepares them to use English in real-world contexts as professionals.

3.3.2. Target Situation Analysis (TSA)

The TSA of this study was based on the interview of the IR graduates and IR's English lecturers. Both of the IR graduates highlighted the importance of General English mastery. Despite working in an environment that does not stress the urgent need to use English to complete the work, Dila mentioned that English is needed for the IR graduates to communicate with colleagues from other countries. Dila also suggested that students should get basic career preparation such as interview simulations in English. This specific need is basic yet very useful because students will eventually get in an interview session after graduating. Further, she explained that nowadays it is very common to be interviewed in English. To perform well in the interview, the candidate needs to show a good listening and speaking skill.

In Tina's workplace, where English is used in a daily basis, the ability to conduct communication in English is a must. She used English to communicate with her colleagues whose first language is not Indonesian. She also needs to communicate with a diplomat using English. Not only informally, most of the time she needs to use formal English with specific terminology. As her job is dealing with Indonesian government officials, she needs to perform as a translator in meetings that involve the diplomat. She needs to communicate back and forth in Indonesian and English. Furthermore, in her working context, grammar and writing are substantial points because one of her job descriptions is making reports. Besides, she must own a decent vocabulary bank for particular topics such as economic development, trade and investment. As being an embassy worker is one of the projected future career for IR graduates, the course should prepare students for the job description they may execute in the future.

Along with the IR graduates need, the lecturers also highlighted that debate, presentation and simulations as the three important elements that should be included in the classroom teaching and learning process. As Joni argued, students should get enough practices in negotiation, business writing, public speaking and presentation. These practices will be useful to accommodate the English needs that

graduate probably encounter in the future. Similarly, Roni also mentioned that as the potential professions for IR graduates range from diplomatic roles to NGOs, media and entrepreneurship, students should not only get materials that focuses merely on diplomatic purpose only. Roni emphasizes the importance of English language proficiency, particularly in public speaking, bargaining, and professional writing.

Xhemaili (2022) emphasizes the significance of English mastery, stating that it is important because people who are unable to speak English have difficulty connecting with others and meeting the requirements to work in multinational organizations. As one of the career prospects of IR graduates is being an employee at a multinational company, the need to master English becomes obvious. Jenkins (2012) also states that as a lingua franca, English serves as a medium of communication for speakers of various first languages. That makes English is used in many aspects including in international trade and relations. This is also inline with the IR students career prospect to work in an international trade company or other international institutions. Therefore, mastering English is urgently needed, including for International Relations students.

3.3.3. Syllabus Prototype

English for Professional Purposes I Syllabus

Description

The Basic English for International Relations is the first out of two English courses at International Relations study program. Basic EFIR is a compulsory course for second semester students. There are 16 meetings in total, including 2 meetings for exam, the mid and final exam. This class is conducted both online and offline. For the online session, this course invites a practitioner as the lecturer. A former diplomat teaches the four meetings at the Basic EFIR. He teaches in week 2, 3, 9 and 10. The rest of the meetings are conducted offline with IR lecturers.

Expectations and Goals

This course is expected to prepare students with the general English skills they need to master as an IR student. All English skills will be involved in the teaching and learning process. At the end of the course, students are expected to be able to understand a talk and lecture with IR topic, comprehend reading text with IR topics, conducting a presentation and debate with IR topic, and writing a report.

Course Schedule

Week	Topic	Learning Objectives	Learning Materials
[Week 1]	Course Semester Plan discussion, general overview on GE and ESP, class contract	Students understand the semester course plan and how they will be assessed by the end of the term	Hall, D. R., Moore, S. H., & Gollin-Kies, S. (2015). <i>Language for Specific Purposes</i> . Palgrave Macmillan: Basingstoke, Hampshire.
[Week 2]	English in International Relations, specifically in the field of diplomacy.	Students understand the use of English in International Relations	https://english.fullerton.edu/publication/s/cdnArchives/pdf/MethievLgDplmcy.pdf
[Week 3]	English as a language for international correspondence	Students understand different types of diplomatic correspondents Students are able to write a diplomatic note	https://projects.iq.harvard.edu/files/hks-communications-program/files/pp_sri_kulkarni_and_yotam_goren_4_10_17.pdf https://www.researchgate.net/publication/262754001_English_as_an_International_Language_A_Review_of_the_Literature
[Week 4]	Argument in international forum/meeting	Students are able to express their argument about an IR current issue in a formal setting	Goodale, Malcolm. (2005) <i>The Language of Meetings</i> . Heinle ELT

Week	Topic	Learning Objectives	Learning Materials
[Week 5]	IR Topic I: Rohingnya	<p>Students are able to analyze the Rohingnya crisis, drawing insights from scholarly articles.</p> <p>Students are able to answer reading comprehension questions based on the journal articles.</p> <p>Students are able to acquire vocabularies related to the topic.</p>	<p>1. Thom, G. (2016). The May 2015 boat crisis: the Rohingnya in Aceh. <i>Cosmopolitan Civil Societies: An Interdisciplinary Journal</i>, 8(2), 43-62.</p> <p>2. Smith, C. Q., & Williams, S. G. (2021). Why Indonesia Adopted 'Quiet Diplomacy' over R2P in the Rohingnya Crisis: The Roles of Islamic Humanitarianism, Civil-Military Relations, and asean. <i>Global Responsibility to Protect</i>, 13(2-3), 158-185.</p> <p>3. Utami, D. W., Saleh, R., & Oktafiani, I. (2018). Indonesia's Constitutional Immigration Policy: A Case of Rohingnya Ethnic Group Refugees. <i>Journal of Indonesian Social Sciences and Humanities</i>, 8(2), 119-132. https://www.voanews.com/a/7445936.html</p>
[Week 6]	IR Topic II: Gender inequality in India	<p>Students are able to critically analyze gender inequality in India, drawing insights from the research articles by Jha and Nagar (2015) and Rammohan and Vu (2018).</p> <p>Students are able to answer reading comprehension questions based on the journal articles.</p> <p>Students are able to acquire vocabularies related to the topic.</p>	<p>1. Jha, P., & Nagar, N. (2015). A study of gender inequality in India. <i>The International Journal of Indian Psychology</i>, 2(3), 46-53.</p> <p>2. Rammohan, A., & Vu, P. (2018). Gender inequality in education and kinship norms in India. <i>Feminist Economics</i>, 24(1), 142-167. https://www.voanews.com/a/as-they-close-the-gap-with-men-women-voters-in-india-could-lead-change/4916824.html</p>
[Week 7]	Oral Presentation	Students are able to conduct a short group presentation with any IR topics they like.	https://learnenglishteensofbritishcouncil.org/exams/speaking-exams/oral-presentation
[Week 8]	Mid Exam	Individual oral test based on the previous group oral presentation material.	Online test via Zoom
[Week 9]	Potential career as IR graduates	Students are able to understand that there are other professions that can be chosen by IR graduates.	https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/international-relations
[Week 10]	Policy recommendation	Students understand a national interest and offer a policy recommendation in a written text.	https://www.csis.org/programs/americas-program/archives/policy-recommendations-new-administration

Week	Topic	Learning Objectives	Learning Materials
[Week 11]	International Business Negotiation	Students understand the different techniques in negotiation. Students are able to demonstrate the ability to effectively engage in international business negotiation by applying theoretical frameworks, considering cultural nuances, and employing ethical strategies to achieve mutually beneficial outcomes in diverse global contexts.	1. Odell, J. S., & Tingley, D. (2013). Negotiating agreements in international relations. <i>Negotiating agreement in politics</i> , 144. 2. Salacuse, J. W. (2010). Teaching international business negotiation: Reflections on three decades of experience. <i>International Negotiation</i> , 15(2), 187-228.
[Week 12]	Introduction to debate	Students are able to understand how to conduct a debate. Students are able to conduct a debate simulation	https://www.edu.gov.mb.ca/k12/cur/soc/stud/frame_found_sr2/tns/tn-13.pdf
[Week 13]	Debate practice	Students conduct debate in groups of 3	https://www.youtube.com/watch?v=KgVx7Z7dR9U https://www.youtube.com/watch?v=mZ78ATbDyCo
[Week 14]	Paraphrasing, summarizing, opinion paragraph	Students are able to paraphrase, summarize and quote from a reference Students understand what an opinion paragraph is.	https://www.student.unsw.edu.au/paraphrasing-summarising-and-quoting https://www.youtube.com/watch?v=zAjtAhbFW4 Hasan, Basturi. (2015). <i>Paragraph Writing for Academic Courses: A Modern Approach</i> . Graha Ilmu.
[Week 15]	Argumentative essay writing	Students are able to write an argumentative essay based using any IR topics.	Zemach, Doroty E & Rumisek, Lisa A. (2016). <i>Academic Writing from Paragraph to Essay</i> . Macmillan.
[Week 16]	Final Exam	Listening, reading comprehension, grammar and writing an opinion paragraph.	Online test using Google Form and Zoom application

The Advanced English for International Relations Syllabus

Description

The Advanced English for International Relations is the continuation of the basic EFIR. The Advanced English for International Relations is an elective course for sixth semester students. There are 16 meetings in total, including 2 meetings for exam, the mid and final exam. This class is conducted both online and offline. For the online session, this course invites a practitioner as the lecturer. A former diplomat teaches the four meetings at this course. He teaches in week 2, 3, 9 and 10. The rest of the meetings are conducted offline with IR lecturers.

Expectations and Goals

This course is expected to prepare students with the general English skills they need to master as an IR student. All English skills will be involved in the teaching and learning process. At the end of the course, students are expected to be able to understand a talk and lecture with IR topic, comprehend reading text with IR topics, conducting a presentation and debate with IR topic, and writing a journal article.

Course Schedule

Week	Topic	Learning Objectives	Learning Materials
[Week 1]	Course Semester Plan discussion & class contract	Students understand the semester course plan and how they will be assessed by the end of the term	The course semester plan
[Week 2]	The English need as a diplomat	Students understand the job description of a diplomat. Students understand more about the English need a diplomat has.	https://www.diplomacy.edu/resource/use-of-language-in-diplomacy/
[Week 3]	Diplomacy, diplomat, languages of diplomacy & the English language	Students understand the history of diplomacy. Students understand the use of English in International Relations today.	http://www.ediplomat.com/nd/history.htm https://cyprusinuk.com/wp-content/uploads/2019/02/Diplomacy-and-the-Politics-of-Fear-.pdf
[Week 4]	IR Topic I: Soccer	Students are able to analyze soccer diplomacy and soft power. Students are able to answer reading comprehension questions based on the journal articles. Students are able to acquire vocabularies related to the topic.	Aras, B., & Özbay, F. (2008). <i>Turkish-Armenian relations: Will football diplomacy work?</i> Universitäts- und Landesbibliothek Sachsen-Anhalt.
[Week 5]	IR Topic II: UN organization UNEP (United Nations Environment Program)	Students are able to explain the role of UNEP. Students are able to answer reading comprehension questions based on the journal articles. Students are able to acquire vocabularies related to the topic.	Ivanova, M. (2010). UNEP in global environmental governance: design, leadership, location. <i>Global Environmental Politics</i> , 10(1), 30-59. Biermann, F. (2001). The emerging debate on the need for a world environment organization: A commentary. <i>Global Environmental Politics</i> , 1(1), 45-55.
[Week 6]	IR Topic III: Korean wave	Students are able to critically analyze the Korean wave phenomenon. Students are able to answer reading comprehension questions based on the journal articles. Students are able to acquire vocabularies related to the topic.	Jang, G., & Paik, W. K. (2012). Korean Wave as tool for Korea's new cultural diplomacy. <i>Advances in Applied Sociology</i> , 2(03), 196. Lee, S. J. (2011). The Korean Wave: The Seoul of Asia. <i>The Elon Journal of Undergraduate Research in Communications</i> , 2(1), 85-93.
[Week 7]	Oral Presentation	Students are able to conduct a short group	https://learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation

Week	Topic	Learning Objectives	Learning Materials
		presentation with any IR topics they like.	
[Week 8]	Mid Exam	Individual oral test based on the previous group oral presentation material.	Online test via Zoom
[Week 9]	Aide memoire & diplomatic invitation	Students understand the use of aide memoire & diplomatic invitation. Students are able to identify the parts in an aide memoire & diplomatic invitation.	https://www.betterevaluation.org/methods-approaches/methods/aide-memoire https://2009-2017.state.gov/documents/organization/176174.pdf
[Week 10]	Press Release	Students understand the use of a press release. Students are able to write a press release.	https://www.youtube.com/watch?v=bqQb5uHvKwo https://writing.colostate.edu/guides/guide.cfm?guideid=75
[Week 11]	IR Topic IV: Gastrodiplomacy	Students understand what gastrodiplomacy is. Students are able to answer reading comprehension questions based on the journal articles. Students are able to acquire vocabularies related to the topic.	Solleh, F. M. (2015). Gastrodiplomacy as a soft power tool to enhance nation brand. <i>Journal of Media and Information Warfare</i> , 7. Suntikul, W. (2019). Gastrodiplomacy in tourism. <i>Current Issues in Tourism</i> , 22(9), 1076-1094.
[Week 12]	Field Trip to Bina Budaya (The Indonesian Foundation for Intercultural Learning)	Students explore Cultural Diplomacy in Practice. Students understand the impact of cultural exchange programs. Students are able to analyze the role of arts and education in diplomacy Students are able to analyze the challenges and Opportunities in Cultural Diplomacy	Students' list of questions Observation sheet
[Week 13]	Report writing	Students are able to write a report based on their field trip to Bina Budaya.	https://www.anu.edu.au/students/academic-skills/writing-assessment/report-writing https://www.citewrite.qut.edu.au/write/writing-well/report.html
[Week 14]	Career preparation: cover letter, CV, and job interview	Students are able to write a cover letter. Students are able to conduct a job interview simulation.	https://english.washington.edu/writing-cover-letter
[Week 15]	Job interview simulation	Students are able to perform as an interviewer and interviewee in a job interview.	https://hr.ucf.edu/wp-content/uploads/sites/17/Interview-Question-Guidelines-1.pdf

Week	Topic	Learning Objectives	Learning Materials
[Week 16]	Final Exam	Job Interview	Online test using Zoom application

4. CONCLUSION

The needs analysis conducted through questionnaires and interviews with various stakeholders, including students, International Relations (IR) graduates, and IR lecturers, provided valuable information for developing a course syllabus. By integrating these insights into an English for Specific Purposes (ESP) curriculum, the study aims to address current deficiencies in ESP instruction. This research contributes not only by performing a needs analysis but also by offering a model syllabus for other universities. It is anticipated that ESP teachers will save time when planning their courses using the developed model syllabus, which, while adjustable, serves as a foundational guide. The findings are expected to benefit ESP teachers, especially those teaching in the International Relations program, by providing relevant subjects and teaching materials, given the unfamiliarity of many ESP teachers with specific fields like International Relations. The study also advocates for a more personalized and effective approach to ESP education, tailored to the specific needs of Indonesian International Relations professionals. The needs analysis informed the selection of learning materials, activities, and evaluation forms based on students' skill levels, learning styles, and material preferences, revealing diverse needs due to varied educational backgrounds. Similarly, IR graduates working in different fields, such as embassies or national workplaces, highlighted the necessity for both formal and general English communication skills. IR lecturers emphasized the importance of practical sessions focusing on business negotiation and public speaking through exercises like roleplaying, debates, and presentations. These inputs were synthesized into a prototype syllabus for two courses: Basic English for International Relations and Advanced English for International Relations. However, the study has limitations, as the respondents were exclusively IR students from one Indonesian university, and potential biases existed due to the interviewer being their lecturer. Future research should test the prototype in real-world classes and consider replicating the study with diverse respondents to mitigate biases, potentially investigating the effectiveness of a needs analysis-based syllabus in actual classroom settings.

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