

Need Analysis for Developing English for Specific Purposes Materials for the Caregiver Program at Vocational School

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Abstract

The goal of language learning programs is to utilize language for effective communication. However, individual differences in needs, interests, and motivations can influence how language learners achieve this goal. Vocational students need English for Specific Purposes related to their fields. While based on the 2013 Indonesian English Curriculum, both senior high school and vocational learners receive the same English learning materials. According to the 2013 Indonesian English Curriculum, both senior high school and vocational learners receive the same English learning materials, even though vocational learners require more specific materials tailored to their fields. This study aimed at developing English learning materials for the caregiver program at Vocational School (SMK) Darmawan Bogor. The result showed that the materials were perceived to align with the learners' needs, demands, and interests, as indicated by positive feedback from both students and teachers. Learning material is then developed based on the results of the needs analysis. Furthermore, the teachers of the caregiver program reviewed the materials and they were interviewed to find out their responses. The most important factor to consider when selecting ESP teaching materials is that they must address the specific language skills and professional contexts relevant to the students' future careers.

INTRODUCTION

Nowadays, English is spoken in both English-speaking countries and non-English-speaking countries in many fields such as commerce, education, occupation, and so on. Many people do not only learn English to accomplish their scores in class but also because most job vacancies demand the ability to master foreign languages, particularly English. Thus, it is important to equip learners with English ability. However, what learners need in English is different from



each other.

There are two specifications in teaching English; they are General English (GE) and English for Specific Purposes (ESP). General English materials are defined as a set of materials that have been planned in which the needs and interests are not identified and specified.

It is more likely considered as providing a wide range of foundations rather than a detailed and selective specification in achieving goals like ESP. English for Specific Purposes is stated as meeting various kinds of demands and requests for learners. In addition, ESP concentrates more on the teaching of meaning than grammar instruction and the basic point is to teach in direct relation with the real worlds of students in terms of content (Unal, 2014). Teaching English for specific purposes (ESP) is often described as a learners-based approach, which implies that one of the fundamental responsibilities of the ESP practitioner is to investigate the gap between learners' current and target competencies.

The most important factor to consider when selecting ESP teaching materials is that they must meet the specific learning needs of the students. This will be effective if the difficulty level of the teaching materials is within the language skills of the learners and allows them to actively participate in their learning (Keiler, 2018). Furthermore, teaching materials, concepts, and teaching and learning processes must be planned according to the student's level of English mastery.

Needs analysis plays an indispensable role in ESP. It is the process of gaining information toward learners' needs as purposes in learning English. By carrying out a needs analysis, plenty of information will be attained as a base to develop the learning materials. The results of needs analysis may offer the evaluation of an existing program, the fundamental planning goals, and objectives of the programs, help develop and construct tests and assessments, and select the most appropriate teaching methods in the program. Moreover, the needs analyst can also use the results for designing, developing, and constructing syllabi and lesson plans for teaching. The learning materials are usually adjusted to what learners mostly require.

The Indonesia 2013 Curriculum has been applied since the academic year 2013 as a development from the KTSP curriculum. Fadillah (2014) said that the 2013 Curriculum developed and improved more in escalating soft skills and hard skills. Hence, learners are expected to have both soft skills and hard skills in balance to achieve their achievement through the implementation of the 2013 Curriculum. According to the 2013 English Curriculum, senior high school students learn General English. There is no specification of skills that they have to master. Most of them learn the language skills and language components. However, vocational high school students need different English; they do not have to learn the English lessons as senior high school students do. They need to learn English related to their needs, which can support them in getting a job because most vocational students generally will be applying for a job right after they graduate. In addition, this specification will help and enable them to get a job. Unfortunately, most vocational high school students are now taught General English. Based on the syllabus in the 2013 Curriculum, the materials they have are exactly similar to that of senior high school students. There is no difference or material specification for vocational high



school learners. This seems less appropriate for applying General English to vocational high school students since the English materials they need should meet their needs and interests.

English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning (Hutchinson and Waters, 1987). The materials in ESP are more specific, depending on the subject matter that learners need. ESP is specified for those who need a particular subject in learning English. In addition, ESP provides certain subjects that learners will be interested in during the learning process because ESP is the English materials, which are designed to meet learners' needs, interests, and demands. Learning materials that are used in ESP differ from GE. In ESP, Vocational High School (VHS) students will find certain materials that will be suitable for them in achieving their target needs. These materials provide what it takes to be needed by VHS students. Chen (2016) claimed that there are three possible ways of gaining materials for ESP programs: (1) using existing materials; (2) writing materials; and (3) adapting materials.

In a project for training tour guides, Lo & Sheu (2018) indicated that there were no suitable textbooks, and thus ESP materials needed to be adapted from existing materials. In addition to gaining ESP materials from vocational school learners, some information on how and what materials are needed, should be collected. This process is called needs analysis. In addition, after having the result of the needs analysis, it will be more useful to have the target needs to completely meet learners' needs, interests, and demands. Needs analysis describes things that learners need in the target situation. Thus, it is divided into target needs and learning needs. Target needs are the things that learners should achieve at the end of the course. Learning needs are how learners learn during the learning process. How they learn will determine their target needs. The purpose of learning needs is to help them to get the target needs.

Since the results of the needs analysis are the main source of information about students' wants, needs, and shortcomings, they are a major aspect of ESP teaching materials (Nimasari, 2018). Although needs analysis is not a new concept in education, this technique is seen as a significant tool for developing programs because it is a mechanism that can be used to integrate students' current academic learning with their future needs (Susana and Iswara, 2019). Furthermore, in the context of higher education, inclusion explores diversity and differences among students to better understand and accommodate their learning needs (Destianingsih and Satria, 2017).

For a long time, English for Specific Purposes (ESP) has been a hot topic in the field of English Language Teaching (ELT) so it is very important to personalize English classes to the needs of students, especially those who study English for reasons other than academics, such as students in vocational programs. Furthermore, identifying teaching materials is the process of selecting, adapting, and evaluating teaching materials depending on the special needs of students so a detailed needs analysis is needed to identify English teaching materials for specific purposes (Wulandari, 2019). Designing and developing material is the process of thinking of developing the materials due to the importance of the ESP program, which focuses more on selecting suitable materials to learners' needs (Ulfa, 2015). The fundamental purpose of designing materials is to meet what learners need in the classroom as their subject and in real life when

they are supposed to be ready to work because sometimes what they have been learning is less appropriate and less suitable for their needs in real work. There are several principles in developing English learning materials proposed by Tomlinson (2012). First, using authentic materials can be taken into account in the process of designing the materials and the selection of authentic materials can be based on the results of needs analysis. Second, as learners learn specific materials from authentic materials, they are expected to come up with their target needs. Third, providing learners with plenty of opportunities to the target language does matter to meet their goal. Fourth, giving feedback is essential to improve learners' ability provided by the teachers. Fifth, facilitating learners with correct answers is inevitable for teachers. In case learners need more explanation, teachers are ready to assist them. Lastly, stimulating learners emotionally, intellectually, and aesthetically will have a good impact on developing materials, that meet their learners' needs.

In designing materials, teachers should initially figure out learners' needs and interests. Needs and interests can build learners' motivation to learn certain English subjects since what learners will learn relates to what they will need in their future work. Learners' factors include their preferred learning styles, needs, interests, and demands in learning English. Indeed, the most important thing in developing the materials is flexibility and effectiveness for their frameworks. In addition to designing the materials, it should be systematic. There are four main stages to develop them: Planning, Preparing, Trying out, and Producing and evaluating the ESP teaching materials.

Vocational high school students are a group of students who learn certain subjects for a particular purpose and they differ from senior high school learners in terms of the subjects they learn. Senior high school students learn general and broader materials. In addition, there are fewer programs in senior high school that students choose (Melati et al, 2014). In contrast, vocational high schools can focus on a wider range of programs. There are plenty of programs that vocational high school students can take such as Culinary Arts, Automotive, Chemist Industry, Tourism, Hospitality, Nursing, Caregiver, Accounting, Business and Administration.

One of the programs in vocational school is Caregiver. A caregiver is a person who gives care to people who need help taking care of themselves. Examples include children, the elderly, or patients who have chronic illnesses or are disabled. They may give care at home or in a hospital or other health care setting. Compared with the other programs in vocational schools in Indonesia, the caregiver program is still limited. There are only 5 vocational schools that have this program. One state vocational school and four private vocational schools. Meanwhile, the demand for the caregiver profession is relatively high, especially from abroad. As the students of caregiver programs are targeted to work abroad, the ability in language skills especially English is very much needed. This is where English for specific purposes plays its role.

METHOD

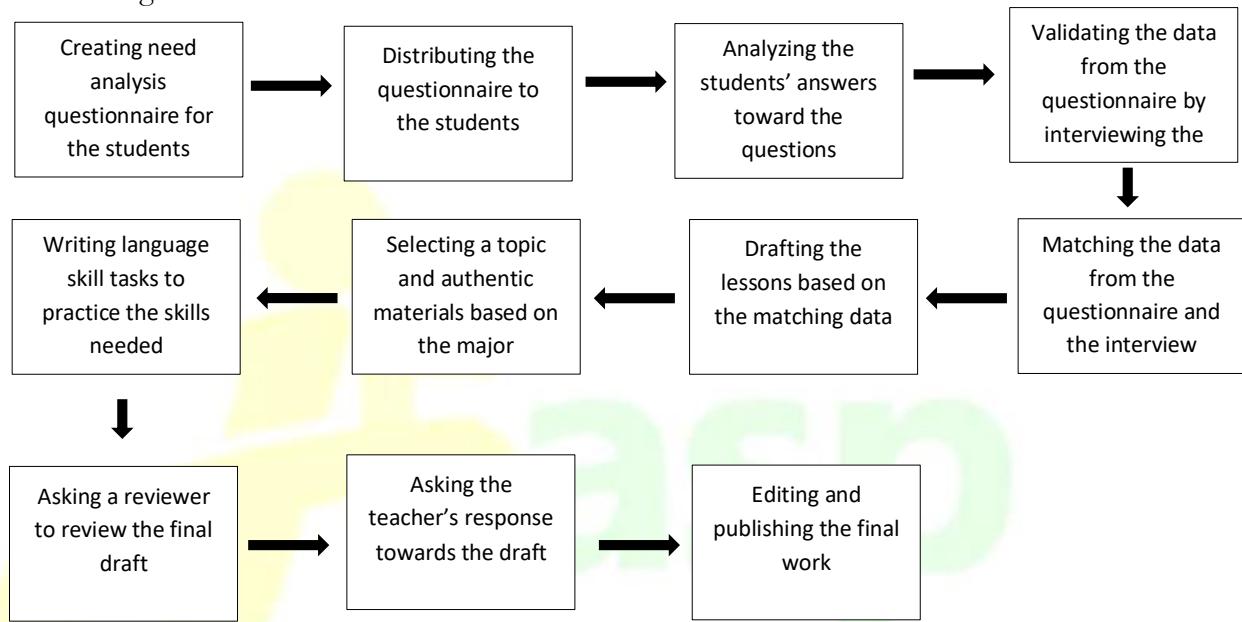
This study used a qualitative approach by carrying out needs analysis by distributing semi-structured questionnaires and conducting interviews with caregiver students and the teacher. 51 students of the caregiver program were asked to fill out the questionnaires and be interviewed.

To obtain in-depth information about the English learning materials in the caregiver program, a teacher in charge, as well as the book user and validator, was also interviewed.

The following step was to analyze the data from questionnaires and interviews and to develop the English learning materials for the caregiver program based on the results of the needs analysis. Furthermore, after the English learning materials were developed, the teachers of the caregiver program reviewed the materials and interviewed again to find out their responses.

The following is the flow showing how the process will be done

Figure 1. The Research Procedure



The study took place in a private vocational school in Bogor. The school was chosen because it is the only vocational school that has a caregiver program in Bogor. The participants of the study are 51 caregiver students and two English teachers. The teachers were considered senior teachers, who had relatively sufficient competence in English and had taken various English classes level. The data were taken from questionnaires and interviews.

The data was collected firstly from pre-observation, the researchers visited the school to discuss with the English teachers about the syllabus, the curriculum, and the English material used in the Caregiver program. After the problem was found, then the instruments were designed. The researchers visited the teachers again to distribute the need analysis questionnaire to the students. The data was then classified and analyzed. To match and validate the data from students, a stimulated recall interview was done with the teachers. The result of the need analysis from both questionnaires and interviews then became the basis for drafting the lessons, selecting a topic and authentic materials based on the major needs, and writing language skill tasks to practice the skills needed. The next step was asking the reviewer to review the final draft, the reviewer is the head of the Caregiver study program in school and the English teachers. After the teachers gave responses to the draft, the researchers edited and published the final work, the modules of English for Caregiver.

The following is the table of specifications for the questionnaires and interviews.

No	Point of Questions
1	The process of English teaching and learning in a Caregiver program
2	The current students' ability in reading, writing, listening, speaking, grammar, and vocabulary
3	The ability needs by the students in reading, writing, listening, speaking, grammar, and vocabulary
4	The English topics and materials needed for the Caregiver field area

Table 1: Specification of questions in the questionnaire and interview

RESULTS AND DISCUSSION

The questionnaire had two major questions. Ten questions were about the process of teaching and learning English in the Caregiver program and the current ability of the students in English. The last ten questions were related to the contents of English materials that the students need for vocational school students in the Caregiver Program. The result of the Needs Analysis showed that the students of vocational students in the Caregiver Program at SMK Darmawan Bogor strongly need English for their major for several reasons, they are: (1) vocational students of the Caregiver Program will deal with patients who mostly speak English to communicate with each other; (2) English is an International language which is mostly spoken by not only English speaking country but also non-English speaking country (3) English enables vocational students to get a job related to Caregiver sometime in the future; and (4) English is simply needed by vocational students in Caregiver Program.

For each language skill and component, the students mostly recognize themselves as good, enough, and lack ability of English. Only a few students confidently stated that they have a very good ability in some skills. This condition needs to be paid attention in developing English materials as one of the ways to improve their English ability. In addition to developing English materials for the Caregiver Program, vocational students need to have English materials in particular to meet their needs, interests, and demands. The result corresponds to the theory of English for Specific Purposes (ESP) in which different majors of learning will need different particular material. In addition, to support the learning process, a teacher of the Caregiver Program needs to provide well-applied media and appropriate books dealing with the major.

The result of the last ten questions pointed out that the English content should be to develop vocational students' language skills. Speaking becomes the major option skill to be developed. In addition to developing Speaking, the most chosen language component is Vocabulary and Pronunciation. Furthermore, the teaching technique that vocational students of the Caregiver Program necessarily demand is asking and giving questions. To support this technique, the use of media in the teaching and learning process will be advantageous. Vocational learners of the Caregiver Program need to have a video player as media to help them understand better the talks and expressions related to health topics. Video is a good model for the learners to practice both speaking and pronunciation. During the interview, the researcher added questions about the strategies that students usually use to improve their speaking ability. Those students, on average, admitted that they mostly practice and improve their speaking



ability by watching English movies and listening to music when they are not in class and trying to practice it with their classmates while in the class. However, as they stated, the strategy of practicing English in the class does not help much because only a few learners can speak English.

The students said that the English materials have been concentrating more on health and medical topics but they are still quite general and they barely meet their needs in the Caregiver Program. Besides referring to compulsory textbooks, teachers can seek other sources that will encourage learners to be more active in the class and they have a lot of chances to speak. The students need to master speaking skills from the very beginning so they are more accustomed to speaking English earlier. Hence, the target needs can be best accomplished. They also expected that the English materials would enable and support their future job because it is highly recommended to equip oneself with English in the global competition era. Moreover, some revealed that the English materials would help the learners to develop speaking skills to communicate with patients.

The students mostly agreed that the Caregiver Program needs English to enable them to develop how to communicate with patients. Hence, not only speaking an important skill, but all of the language skills are also needed. They said that they need to be able to have a good vocabulary and reading ability because they need to comprehend some medical terms and procedures used to take care of the patients. They also need to be able to correspond and ability to write reports regarding patients, so writing ability needs to be practiced. Communication with patients involves the ability to listen to what the patient needs, so improving listening skills is very much needed as well.

The implementation of the 2013 Curriculum in the Caregiver Program has been well applied since the teaching-learning process is always referred to in the syllabus of the 2013 Curriculum. The teacher explained that he usually modifies the lesson plan instead of modifying the syllabus. According to the theory of English for Specific Purposes (ESP), vocational learners need to have specific and narrower English materials. The teacher also said that actually, vocational learners will work following their vocation or major at school. Thus, specific English materials are strongly needed by them to assist and support their skill for their future job.

The proper English materials are needed by Caregiver students. However, sometimes, the materials stated in the syllabus do not match and fit learners' needs. The teachers recommended that the proper materials should be in good order and match with what learners seek in language learning. Therefore, it can be concluded that the English materials should consist of speaking practice and the other language skills and language components, which will complement each other since the 2013 Curriculum uses integrated skills in improving human resources through education. On the contrary, most students are taught General English which is less appropriate to their major. The teacher mostly focuses on compulsory textbooks that are recommended by the government. The English textbook itself is general. Thus, those who are in senior high schools and vocational schools use the same English textbook. This cannot meet the vocational learners' needs, demands, and interests in learning English. Therefore, if the material development for the Caregiver Program has met the learners' needs, demands, and interests, the target needs will be reached. Target needs are the situation where learners reach out what they have demanded and fulfill their needs in learning (Hutchinson & Waters, 1987). The target needs of learning English in the Caregiver Program is to get a job by their major such as working in a hospital abroad. The focus of the English materials development is from a wide range of places.



CONCLUSION

Designing material is the process of thinking and developing the materials due to the importance of the English for Specific Purposes program, which focuses more on selecting suitable materials to meet learners' needs. The fundamental purpose of designing materials is to meet what learners need in the classroom as their subject and in real life when they are supposed to be ready to work because sometimes what they have been learning is less appropriate and less suitable for their needs in real work. There are several principles in developing English learning materials. First, using authentic materials can be taken into account in the process of designing the materials and the selection of authentic materials can be based on the results of needs analysis. Second, as learners learn specific materials from authentic materials, they are expected to come up with their target needs. Third, providing learners with plenty of opportunities to the target language does matter to meet their goal. Fourth, giving feedback is essential to improve learners' ability provided by the teachers. Fifth, facilitating learners with correct answers is inevitable for teachers. In case learners need more explanation, teachers are ready to assist them. Lastly, stimulating learners emotionally, intellectually, and aesthetically will have a good impact on developing materials, which meet their learners' needs.

In designing materials, it is important to initially figure out learners' needs and interests. Needs and interests can build learners' motivation to learn certain English subjects since what learners will learn relates to what they will need in their future work. Indeed, the most important thing in developing the materials is flexibility and effectiveness for their frameworks. Hopefully, the result of this research can fulfill the vocational students' needs in the Caregiver program by providing learning materials that cover language input, content focus, language focus, and task.

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