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A Need Analysis of ESP Materials for Elementary Education Department Students

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A B S T R A C T

This study aims to examine the need for English for Specific Purposes (ESP) materials for students of the Elementary Education Department by identifying both their target needs and learning needs. The research employed a quantitative approach with a descriptive design. The participants were first-semester students of the Elementary Education Department at University X in the academic year 2025/2026. Using a total sampling technique, all 142 students in the population were involved, and 128 valid questionnaire responses were obtained. The questionnaire was used to explore students' ESP needs, and the collected data were analyzed descriptively by calculating the frequency of students' responses and presenting the results in the form of charts. The findings reveal that the primary learning target of the students is to improve their overall English proficiency, with particular emphasis on speaking skills and vocabulary mastery to support their future professional careers. In addition, the development of speaking skills, vocabulary mastery, reading skills, and grammatical competence is considered essential for enhancing students' professional performance in the instructional and educational field. The results also indicate that English learning materials for these students should provide sufficient language input accompanied by vocabulary lists to strengthen vocabulary acquisition and improve overall language skills. Furthermore, the materials should be developed using text types and themes closely related to the context of elementary education and should be designed to engage students in meaningful, contextual, and collaborative learning activities. Such collaborative activities are perceived as beneficial in enabling students to exchange feedback with peers, while also allowing lecturers to monitor students' learning progress and provide continuous and constructive feedback on their performance.

Keywords: *Elementary Education Department, English for Specific Purposes, Need Analysis*

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INTRODUCTION

English is a crucial competency for Elementary Education students in the demands of globalization and internationalization of education. Mastering English is not only as a means of global communication but also as a professional foundation for pre-service elementary teachers to improve the quality of learning process and enhance graduates' competitiveness in the workforce (Elhawwa, 2024). Therefore, English courses in the Elementary Education department play a strategic role in equipping students with English language skills appropriate to the needs of the teaching profession.

However, the implementation of English courses for elementary education students sometime still encounters fundamental challenges, particularly related to the availability of teaching materials (Elhawwa, 2024). English courses lack of textbooks specifically designed to meet the characteristics of students leads to unachieved competency needs of prospective elementary education students whereas teaching materials are a crucial component of the learning. Teaching materials provides learning guidelines, primary learning resources, and a means to achieve learning outcomes systematically and purposefully (Hayati et al., 2020). Without relevant textbooks, the learning process tends to be unstructured and unproductive.

In the context of developing English teaching materials for Elementary Education department students, the English for Specific Purposes (ESP) approach is relevant. ESP emphasizes that English learning must be designed to the specific needs of the students, both in terms of objectives, the context of language use, and future professional demands (Hajar & Triastuti, 2021) Elementary Education students have different needs than students from other departments. English for Elementary Education students is more oriented towards the context of basic education, classroom communication, and understanding simple and contextual learning materials (Elhawwa, 2024). Therefore, English teaching materials for elementary education students cannot be equated with general English teaching materials.

One of the main principles in ESP development is conducting a needs analysis. Needs analysis is a systematic process for identifying learning needs, goals of the language use, students' initial abilities, and students' expectations for language learning (Dewi et al., 2023). Through needs analysis, learning materials developers can determine the materials, language skills, learning activities, and context of the language use which are most relevant to students' needs. Without a need analysis, the developed learning materials have the potential to be inappropriate to the learners' actual needs and less effective in supporting competency achievement (Kholidi et al., 2022).

In addition to supporting effective learning, a strong command of English also provides long-term benefits for Elementary Education graduates. Graduates with excellent English competence have a greater opportunity to pursue careers in international or bilingual schools (Dollah & Alam, 2024). Moreover, once they become elementary teachers, Elementary Education graduates can have a dual role, teaching elementary subjects and English. Thus, excellent English competence can enhance their professionalism and flexibility as educators. These benefits demonstrate that English language learning for Elementary Education students needs to be thoughtfully designed by needs-based.

Based on this description, analyzing the needs of English language teaching materials for Elementary Education students is a pivotal initial step before developing textbooks. A needs analysis is necessary to obtain a comprehensive portrayal of the needs, characteristics, and English language competencies required by Elementary Education students (Rahman, 2015). Thus, the developed teaching materials are expected to be truly relevant, contextual, and capable of supporting the optimization of the learning process and improving the quality of Elementary Education graduates (Dollah & Alam, 2024). However, it was found that the Elementary Education Department of University X did not have any compiled and structures ESP learning materials which were laid on the students' needs. There was only a discrete compilation of files consisting of learning materials, the tasks, and the worksheets. This condition then led to the obstacles of accomplishing the students' future needs and the possibility of missing the important chunks as they do not have any access to get the whole materials. This research aims to investigate the need for ESP materials for Elementary Education students including students' target needs and students' learning need. The need analysis approach is then used to analyze ESP materials needs for Elementary Education students to support their future career.

English for Specific Purposes

ESP is defined as an approach of language teaching related to content and methods which are laid on students' reason for learning the language (Rahman, 2015). ESP involves students' specific needs with appropriate methods and learning activities that are designed by determining the suitable linguistic knowledge needed. According to Hutchinson and Waters (1987) ESP is categorized into English for Academic Purpose (EAP) and English for Occupational Purpose (EOP). EAP is focused on facilitating students for academic study as writing academic essays, reading scientific articles, and presenting a research whereas EOP is purposed to facilitates students with language needs in relation to workforce or future career (Marcu, 2020). ESP is stated as English language teaching focused on the chief relevance, practicality, and students' goals for future career.

For Elementary Education students, ESP represents English courses designed to encourage pre-service elementary teachers in performing academic accountability and the expected professional roles. Therefore, ESP for Elementary Education students is not focused on conquering English as a general communicative competence, but develops functional English competence which is appropriate to learning, teaching, and professional activities in elementary education (Dollah & Alam, 2024). Elementary Education student are involved on the use of language functions and genre mainly used in elementary education scopes as conveying classroom instructions, designing lesson plans, preparing teaching materials, children's literatures, understanding simple academic text, and conducting professional communication with their colleagues (Elhawwa, 2024). English language teaching is specified to pedagogical and educational scopes.

Need Analysis of ESP Materials Development

Needs Analysis is a chief principle in ESP. Needs analysis is the fundamental of material development. It reveals the identification of students' target needs and learning needs in relation to instructional objectives with real communicative requirements. By conducting Need Analysis, the lack areas of students can be determined (Alsamadani, 2017). Learning materials without Need Analysis tends to lead the misappropriate materials and the failing of required learning achievement (Darici, 2016). Thus, designers of learning materials need to carry out Need Analysis.

Need Analysis obliges a meticulous consideration of several aspects. Hutchinson and Waters (1987) point out learning needs and target needs as the consideration of Need Analysis. Target needs are related to what students need to do with the language in the target situation. It refers to the real-life context of the language usage by students thus target needs focus on the learning outcomes. Learning needs are related to how students can best achieve language skills and knowledge. It refers to the process of language learning and the condition which provides effective language learning.

Target needs consist of four aspects including necessities, lacks, wants, and goals (Dollah & Alam, 2024). Necessities refer to language knowledge and skills which the students need and must conquer in the future. To obtain the necessities aspect, students are involved as the consideration in developing learning materials. (Moattarian & Tahririan, 2014). Lacks refer to the gap of students' current language proficiency and the required competence level of determined by the necessities. Lacks helps learning materials designers to decide what students do not yet know and cannot yet do in English. Wants are related to what the students want to learn in the language learning. It refers to students' perception, preference, and expectation on the language learning. The last aspect is goals. Goals refer to wider learning outcomes which students want to achieve by learning English.

Learning needs consists of five aspects including input, procedures, setting, teachers' role, and learners' roles (Hajar & Triastuti, 2021). Input refers to data of language which students are engaged during the learning process as texts, dialogs, and audio-visual materials. Procedures are related to activities, tasks, methods, techniques used to help students learn and practice the input aspects. Setting is related to interaction, collaboration, and classroom management which students want in the process of language learning. Teacher's roles refer to how the teacher acts in the language learning process. Learners' roles refer to how students participate in learning the language.

METHOD

A quantitative approach with descriptive emphasis was used as the research design. Descriptive research involves collecting data which characterize occurrences then organizing, tabulating, depicting, and describing the data (Glass &Hopkins, 1984). This research strategy is utilized since it presents visual aids as chart and graphs to ease the readers in understanding distribution of the data.

Respondent

The research was conducted in December 2025 at the Elementary Education Department of University X in Yogyakarta. The participants of the research were the first

semester students in the academic year of 2025/2026. The participants were selected since they were taking English course in the first semester. A total sampling technique was used in the research. The population was 142 students and obtained 128 answers.

Instruments

A questionnaire was used to obtain the data. The questionnaire was adapted from Hutchinson and Waters (1987) framework of Need Analysis. The questionnaire consists of 24 questions which divided into two aspects, target needs and learning needs.

Procedures

Data were collected by using questionnaire in the Google Form. The questionnaire was distributed in the last meeting of English course thus it enabled the present students filled the questionnaire. There were 128 answers obtained.

Data Analysis

The result of questionnaire was analyzed by observing the frequency of the participants' opinions and views about their target needs and learning needs in English. The statistical devices were utilized to analyze sum and percentages of the data. Then, the data were presented in the form of chart or table.

FINDINGS AND DISCUSSION

Questions of the questionnaire are the extension of ESP Need Analysis Framework adapted from Hutchinson and Waters (1987) including target needs and learning needs. The questions can be seen in the following table.

Table 1 Questions of ESP Needs Analysis for Elementary Education Department Students

Students' Needs	Aspects	Questions
Target Needs	Necessities	1. English language skills level which is necessary to be able to support your education to higher level or support your future work is ….
		2. The English skills that you will likely use the most when working in the future are ….
	Lacks	3. Your current English proficiency level is ….
		4. The difficulty in learning English that you often encounter is ….
	Wants	5. In general, your expectation towards the English course is ….
	Goals	6. What is your goal in learning English?
Learning Needs	Input	7. Your desired input for listening is ….
		8. The length of listening input you prefer is ….
		9. Your desired input for reading is ….
		10. The length of reading input you prefer is ….
		11. Your desired input for speaking is ….
		12. The length of speaking input you prefer is ….
		13. Your desired input for writing is ….
		14. The length of writing input you prefer is ….
	Procedure	15. The type of listening activity that you prefer is ….
		16. The type of reading activity that you prefer is ….
		17. The type of speaking activity that you prefer is ….
		18. The type of writing activity that you prefer is ….
		19. The type of activity to enrich your vocabulary that you prefer is ….
		20. The type of activity to improve your grammar skills that you prefer is ….
		21. The type of activity to improve your pronunciation skills that you prefer is ….
	Setting	22. During the teaching and learning process, the method you prefer is ….
	Teacher's Roles	23. During the teaching and learning process, you would prefer if the lecturer ….
	Learner's Roles	24. During the teaching and learning process, you prefer to ….

Target Needs

Target needs analysis of the students was carried out to decide what the students need to do in the target situation. As proposed by Hutchinson and Waters (1987), target needs consist of four aspects including necessities, lacks, wants, and goals. There are six questions in relation to students' target needs. The results of the students target needs are presented and described as the following.

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Necessities

To determine necessities, students were asked to answer two questions. The first question is related to minimum English proficiency level to support the students' higher education and their future career. The There are about 68.55% of the students stated intermediate level as the minimum level of English proficiency to support them. Then, about 20% of the students decided beginner lever. The rest about 13.28% of the students stated advanced level to support their higher education and future career.

Students with intermediate level of English proficiency are generally able to comprehend main idea of various texts, participate in daily conversation, express their idea in both spoken and written forms (Council of Europe, 2020). This level is found sufficient to support the students' academic needs, grasping learning materials, accessing learning source conveyed in English, and conducting basic communication in relation to pedagogy. Besides, (Richards, 2017) states that teachers are not always forced to demonstrate near-native proficiency. Instead, teachers need sufficient communicative competence to support classroom interaction and instructional goals (Alsamadani, 2017).

In the second questions, the students were asked to give their response on what English skills that they will likely use the most when working in the future. There are about 59% of the students stated ability to speak to their pupils and colleagues. Then, about 33% of the students stated the ability to read text in English to deepen their skills. The rest student or about 8% of them stated the ability to write either formal or informal form as English skills will likely use the most in their future career.

Teachers play a role as facilitator and communicator. They are required to convey instruction, explain learning materials, encourage their students, and create effective communication in the classroom. According to (Richards, 2017), oral communication competence is the core of teacher professionalism since the quality of learning is highly dependent on the teacher's ability to use language as a pedagogical interaction means. The result of the students' necessities related to the most used English skills in their future career are presented as the following.
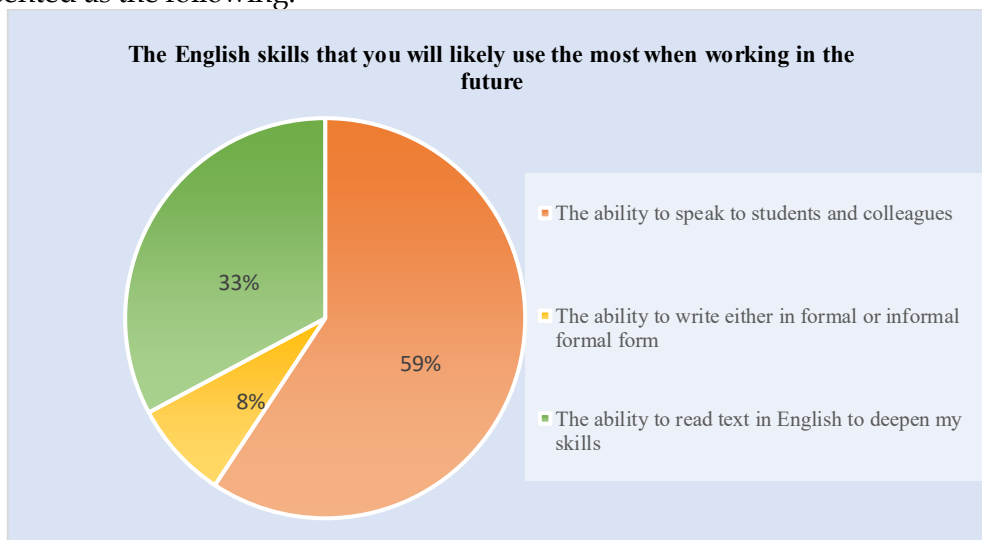

Figure 1 The Students' Necessities on the Most Used English Skills in Their Future Career

Lacks

Lacks refer to the gap of students' current language proficiency and the required competence level of determined by the necessities. Lacks helps learning materials designers to decide what students do not yet know and cannot yet do in English. Based on the result of students' lack, about 89.84 of the students belong to beginner level of English proficiency. Then, about 10.16% of the students belong to intermediate level of English proficiency. The result reveals students' difficulty in learning English. It can be seen in the following figure.

The difficulty in learning English that you often encounter is ….

- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Grammar
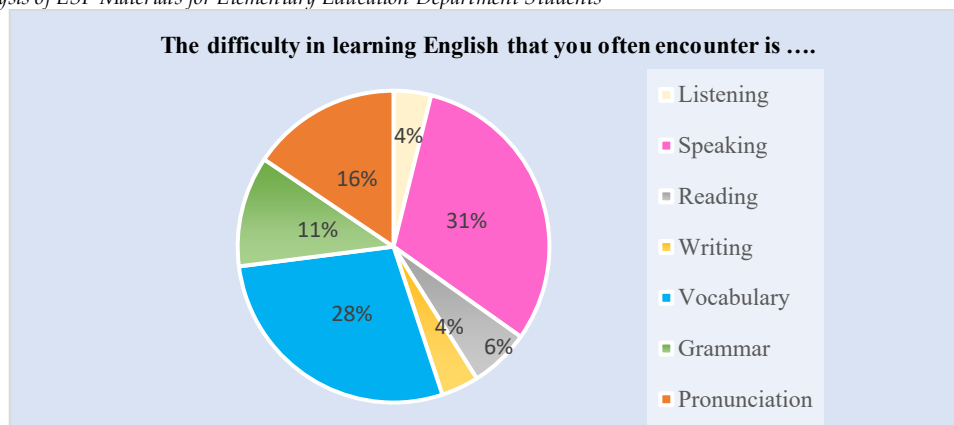- Pronunciation

4% 16% 11% 28% 4% 6% 31%

Figure 2 Students' Difficulty in Learning English

Based on the chart above, about 31% of the students face difficulty in speaking skills. About 28.12% of the students found vocabulary mastery as their challenge in learning English. Then, about 16% of the students encounter difficulties on pronunciation. About 11% of the students find grammar as the most difficult in learning English. Then, about 6.25 of the students encounter difficulties in reading skills. The rest, about 4% of the students encounter challenges in listening skills and about 4% of the students encounter challenges in writing skills.

Speaking is considered challenging because it involves complex, simultaneous cognitive processes. When speaking, students must plan their message, choose appropriate vocabulary, apply language structures, and produce sounds accurately within a limited time. Unlike receptive skills like reading and listening, speaking requires immediate responses, so students often experience anxiety and a fear of making mistakes. Related to vocabulary mastery, Nation (2013) states that students need thousands of words to communicate effectively in various situations. Limited vocabulary makes it difficult for students to express ideas, understand their conversation partners, and maintain fluency. Moreover, pronunciation is a major challenge due to the significant differences between the sound systems of English and the learner's first language. In the context of EFL learners, mother tongue interference often affects pronunciation, word stress, and intonation (Richards, 2017). This notion is supported by (Murcia et al., 2010) that pronunciation errors not only affect language accuracy but can also hinder intelligibility in communication. This often causes students to feel insecure about speaking, which ultimately causes low oral participation of the students (Murcia et al., 2010).

Wants

Wants are related to what the students want to learn in the language learning (Marcu, 2020). It refers to students' perception, preference, and expectation on the language learning. In the research, students were asked their expectation toward English course. The result is presented in the following chart.

In general, your expectation towards the English course is ….

- The mastery of vocabularies related to my major
- The mastery of English grammar (structure)
- The mastery of writing skills to interact with people in my future job
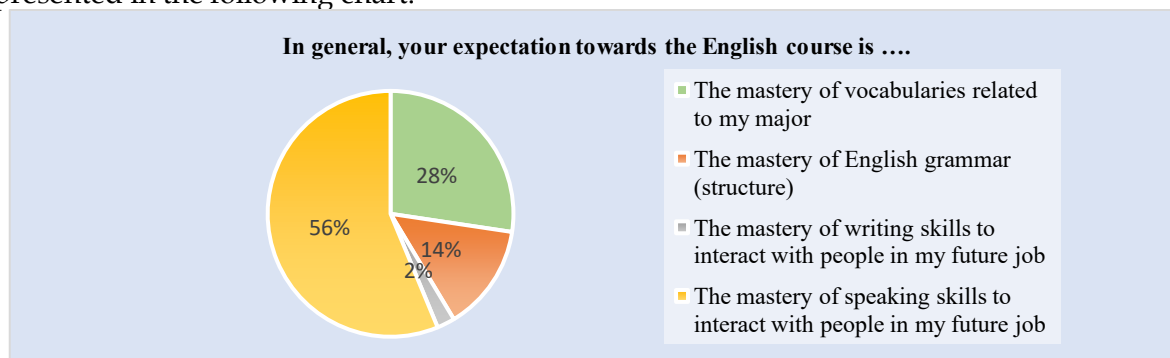- The mastery of speaking skills to interact with people in my future job

28% 14% 2% 56%

Figure 3 Students' Expectation toward English Course

Based on the chart above, about 56% of the students expect English course can help them to master speaking skills to interact with people in their future job. Then, about 28% of the students expect the improvement of vocabulary mastery related to the major, Elementary

Education. About 14% of the students expect the mastery of English grammar and about 2% of the students expect the mastery of writing skills to interact with people in their future job.

Speaking skills and vocabulary mastery are directly related to professional requirement in the workplace. In the context of Elementary Education, verbal communication skills and an adequate vocabulary are the chief ability for carrying out a professional role effectively (Elhawwa, 2024). Through English courses, students expect to have the opportunity to practice their speaking skills in focused academic and professional situations thus they are better prepared to face the communication requirement of the work environment (Richards, 2017).

Goals

Goals refer to wider learning outcomes which students want to achieve by learning English. In the research, about 65% of the students learn English to be able to speak English both in teaching-learning activities and interact with their colleagues. Then, about 15% of the students learn English to support their studies in elementary education fields, about 11% of the students learn English to be able to write in English both in teaching-learning activities and interact with their colleagues, and the rest about 9% of the students learn English to be able to graduate from university as English is a mandatory course in higher education.
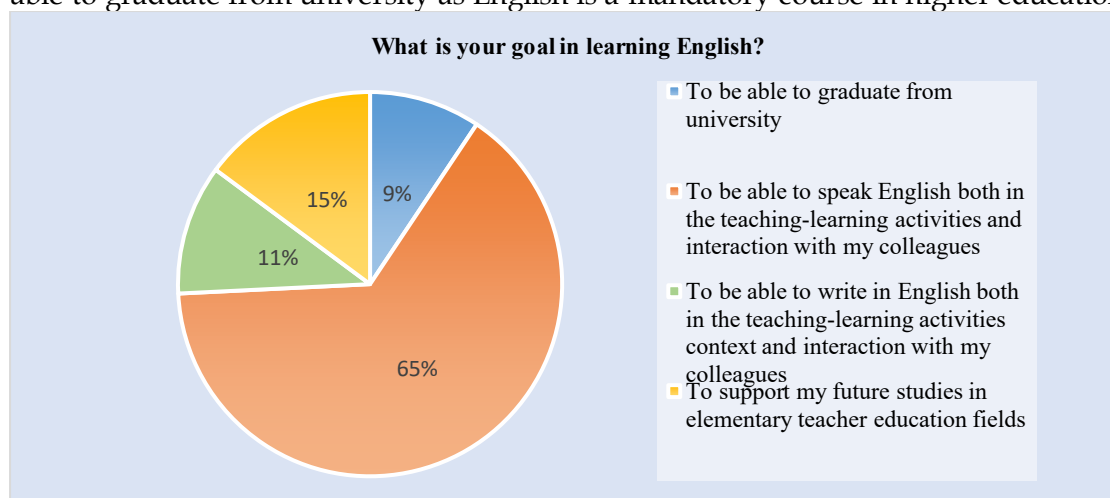

Figure 4 Students' Goal in Learning English

English is significant as a professional means to meet the requirements of 21st -century education. Elementary teachers serve not only as instructors but also as lifelong learners. Mastery of English enables teachers to access professional development resources, participate in international training, and understand global educational practices relevant to elementary school learning (Richards, 2017). English is often used in academic terms, course references, and academic activities such as seminars, workshops, and training. (Richards, 2017) emphasized that English proficiency supports students' academic readiness and increases their participation in national and international academic activities.

Learning Needs

The main goal of learning needs analysis in English is to identify gaps between the learner's current language skills (lacks) and the target proficiency required (Marcu, 2020). It ensures that learning materials, methods, and objectives are designed specifically, relevantly, and effectively for both academic and professional needs (Marcu.Pdf, 2020). Learning needs consists of five aspects including input, procedures, setting, teachers' role, and learners' role. The results of the students' learning needs are presented and described as the following.

Input

Input refers to data of language which students are engaged during the learning process. It can be texts, dialogs, and audio-visual materials. In the research, it presents learning input desired by the students for listening, reading, speaking, and writing.

Based on the result of desired input for listening, about 72% of the students chose authentic texts such as news videos, podcast, films, and songs for the input. Then, about 12% of the students chose monologues and dialogues with pictures. About 9% of the students chose

monologues and dialogues with a list of new vocabularies. The rest, about 7% of the students chose monologue and dialogues. The data are presented in the following chart.

Your desired input for listening is ….

- Monologue and dialogue
- Monologues and dialogues with pictures
- Monologues and dialogues with a list of new vocabularies
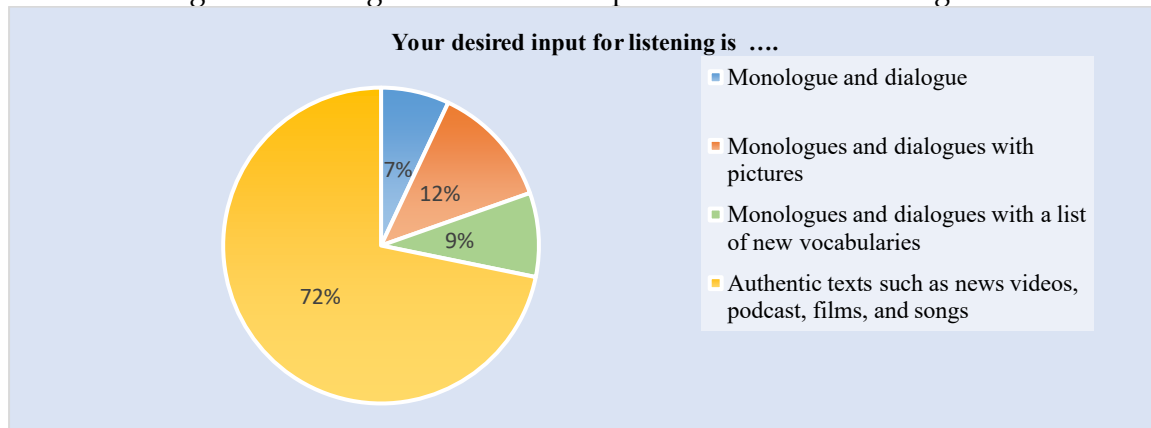- Authentic texts such as news videos, podcast, films, and songs

Figure 5 Students Desired Input for Listening

Authentic texts such as films, podcasts, and songs in listening activities represent contextual use of English. According to (Murcia et al., 2010), exposures to authentic listening input helps students develop their ability to process spoken language both bottom-up and top-down, thus better preparing them for communication outside the classroom. This statement is in line with (Nation, 2013) argument that the use of authentic texts also supports meaning-focused learning. (Nation, 2013) states that students acquire language more effectively when their primary focus is on understanding the message, not just the language form. Furthermore, songs, films, and podcasts generally have elements of entertainment and are relevant to students' lives, thus it increases emotional engagement and motivation to learn. Motivation is a key factor in successful language learning, and material relevant to students' interests can increase attention and duration of learning engagement (Dornyei, 2011)

In the learning of reading skills, about 62% of the students chose a text with a list of vocabularies and their meanings. Then, about 27% of the students chose a text with pictures. About 9% of the students chose a text consists of several paragraph and about 2% of the students chose authentic materials which can easily be found in everyday life such as magazine, newspaper, recipes, announcement. The data are summarized in the following chart.

Your desired input for reading is ….

- A text consists of several paragraphs
- A text with a list of vocabularies and their meanings
- A text with pictures
- Authentic materials which can easily be found in everyday life such as magazine, newspaper, recipes, announcements, etc
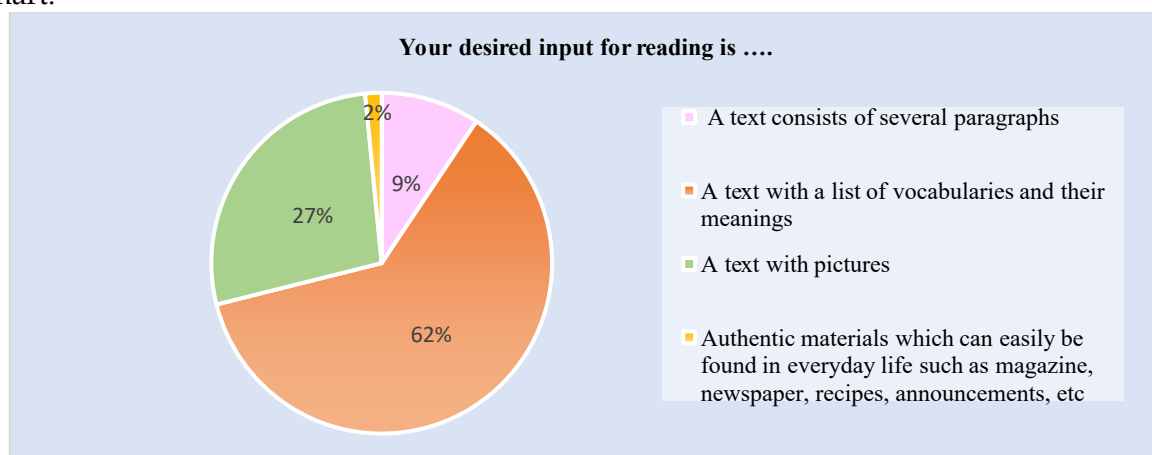
Figure 6 Students Desired Input for Reading

Students tend to choose reading texts that include vocabulary lists and their meanings because limited vocabulary remains a major barrier to understanding English texts. According to (Nation, 2013), vocabulary mastery is strongly related to reading ability, as text comprehension depends heavily on how many words the reader knows. Providing vocabulary lists helps students reduce cognitive load while reading, allowing them to focus more on understanding the text's content rather than constantly guessing at word meanings.

The result of desired input for speaking shows that about 52% of the students chose monologue and dialogue with a list of vocabulary. Then, about 27% of the students chose monologue and dialogue with pictures, about 16% of the students chose monologue and

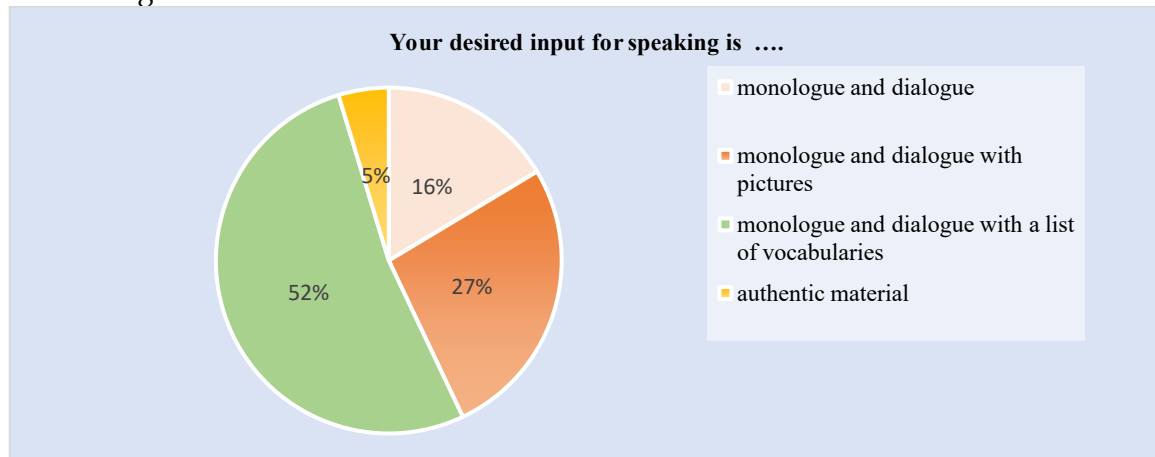dialogue, and about 5% of the students chose authentic materials. The data are presented as the following.

Figure 7 Students Desired Input for Speaking

The use of monologues allows students to practice conveying ideas in a structured and continuous manner, while dialogues provide opportunities to practice two-way interactions that mimic real-life communication. Providing vocabulary lists and their meanings act as a form of linguistic scaffolding. Vygotsky (1978) via (Hajar & Triastuti, 2021) stated that learners can achieve higher levels of proficiency when given appropriate support within the Zone of Proximal Development (ZPD). Vocabulary lists help students reduce the cognitive load of speaking, allowing them to focus more on fluency, pronunciation, and conveying meaning rather than searching for the right word (Nation, 2013).

In the learning of writing skills, about 40% of the students chose a list of vocabularies related to the text which is about to be written. Then, about 37% of the students chose a sample text and about 23% of the students chose an explanation of the structure of sentence related to the text which is about to be written. The data are summarized in the following chart.
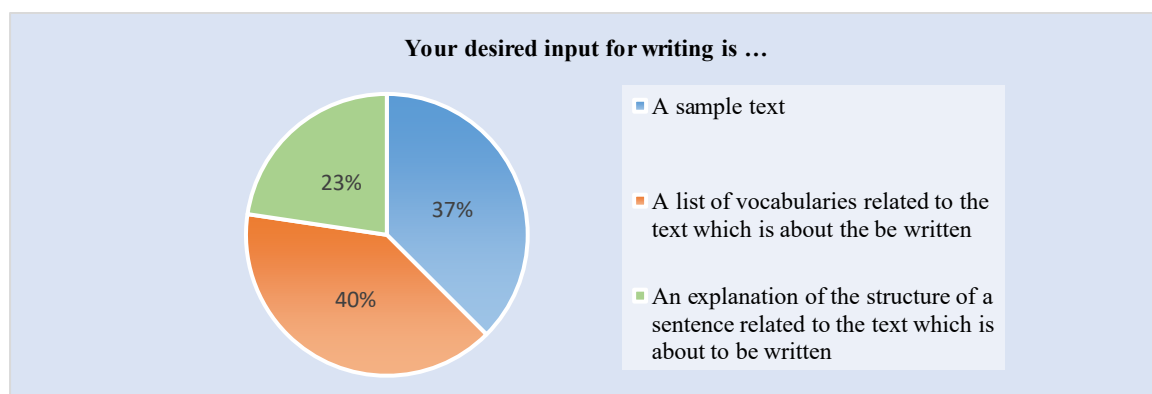

Figure 8 Students Desired Input for Writing

In the writing process, students must be able to organize ideas, choose the right words, and construct sentences that readers can understand. Limited vocabulary is often a major obstacle that hinders the fluency and quality of English learners' writing (Nation, 2013). According to (Nation, 2013),writing ability in a foreign language is highly dependent on the availability of linguistic resources, especially vocabulary. Therefore, providing a vocabulary list relevant to the writing topic helps students to convey ideas more effectively.

Procedure

Procedures are related to activities, tasks, methods, techniques used to help students learn and practice the input aspects (Marcu, 2020). In the research, it presents activities which the students prefer in the learning of listening, speaking, reading, writing, vocabulary, grammar, and pronunciation. The results are presented and described as the following.

In the learning of listening skills, about 87% of the students chose completing blanks on an incomplete text. Then, about 8% of the students chose note down important points of a text

and about 5% of the students chose retelling the contents of a text in their own language. The data are summarized in the following chart.
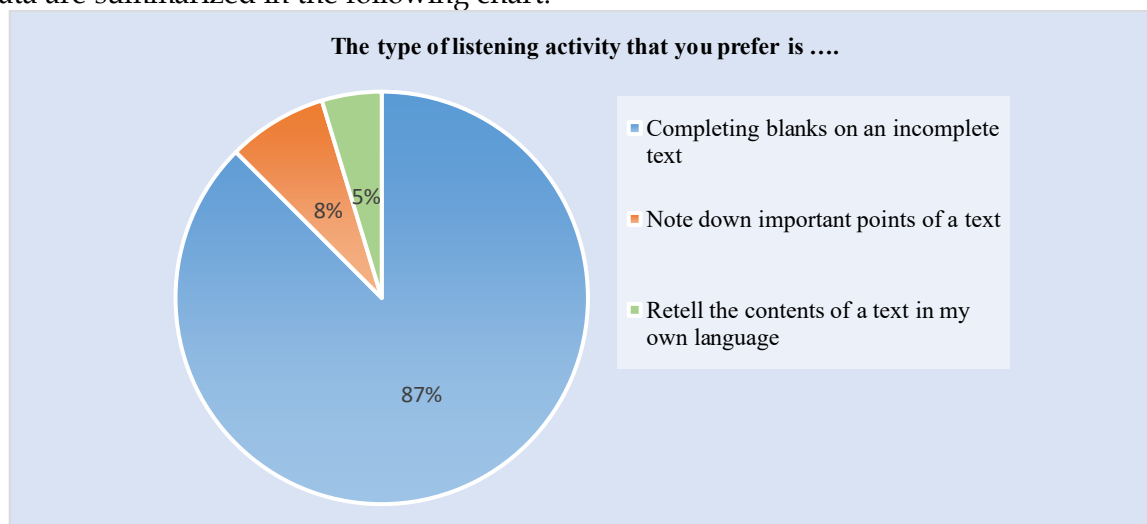

Figure 9 The type of listening activity that students prefer

Gap-filling activity provides a clear and directed goal in the listening process. Gap-filling helps students focus their attention on specific information, such as keywords, important details, or language structures that appear in spoken text. According to (Murcia, 2010), listening tasks that have a specific focus can increase comprehension effectiveness because learners know what to look for during the listening process.

In the learning of reading skills, about 44% of the students chose discussing the content of the text in groups. Then, about 28% of the students chose reading the text with pronunciation and intonation aloud, and about 14% of the students chose reading a text individually and then answer questions about the text. The rest, about 14% chose understand the text by translating it into Indonesian. The data are summarized in the following chart.
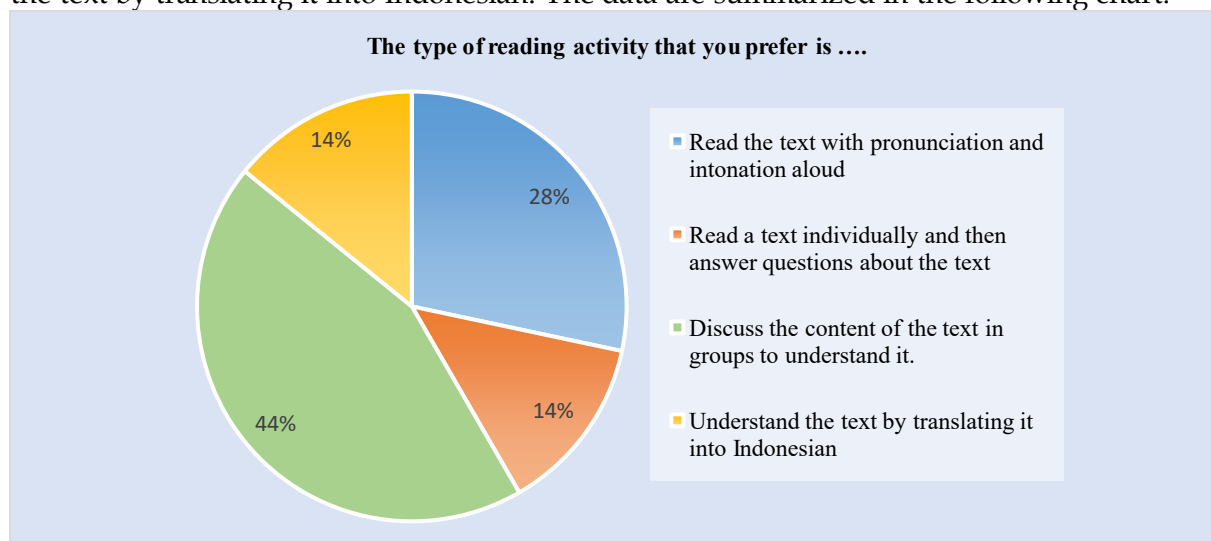

Figure 10 The type of reading activity that students prefer

Collaborative learning provides stronger cognitive and affective support than individual learning. In the context of foreign language learning, reading English texts often presents difficulties due to limited vocabulary, language structure, and understanding of context (Salma, 2020). Group discussions allow students to share understanding, negotiate meaning, and clarify any information they do not understand (Salma, 2020).

In the learning of speaking skills, about 49% of the students chose exchanging information between friends in groups, discussing certain topics or certain problems. Then, about 27% of the students chose practicing a dialogue, and about 22% of the students chose role playing. The rest, about 2% chose presenting reports, stories, speeches, or discussion result. The data are summarized in the following chart.

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The type of speaking activity that you prefer is ….

- Practicing a dialogue
- Role playing
- Exchanging information between friends in groups, discussing certain topics or certain problems
- Presenting reports, stories, speeches, or discussion results

(Pie chart: 27% Practicing a dialogue, 22% Role playing, 49% Exchanging information, 2% Presenting reports)
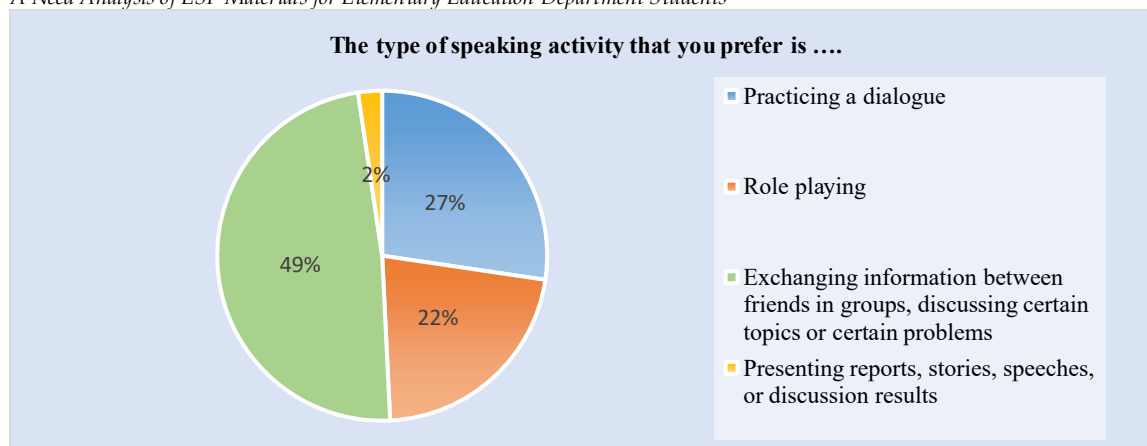
Figure 11 The type of speaking activity that students prefer

Information-gap is used as a means to convey ideas, negotiate, and achieve shared goals, not simply to practice language structures. This aligns with the principles of Communicative Language Teaching (CLT), which emphasize the use of language for real-life communication (Richards, 2017). Moreover, (Richards, 2017) states that interacting in small groups can reduce psychological stress compared to speaking individually in front of the class. This supportive environment encourages students to express their opinions and actively participate in discussions.

In the learning of writing skills, about 49% of the students chose arranging sentences into a correct paragraph. Then, about 25% of the students chose identifying and correcting punctuation errors, and about 21% of the students chose writing similar to an example. The rest, about 5% chose identifying and correcting sentence structure errors. The data are presented as the following.

The type of writing activity that you prefer is ….

- arranging sentences so that they form a correct paragraph
- identifying and correcting sentence structure errors
- Identifying and correcting punctuation errors in a text
- writing similar to an example

(Pie chart: 49% arranging sentences, 5% identifying and correcting sentence structure errors, 25% Identifying and correcting punctuation errors, 21% writing similar to an example)
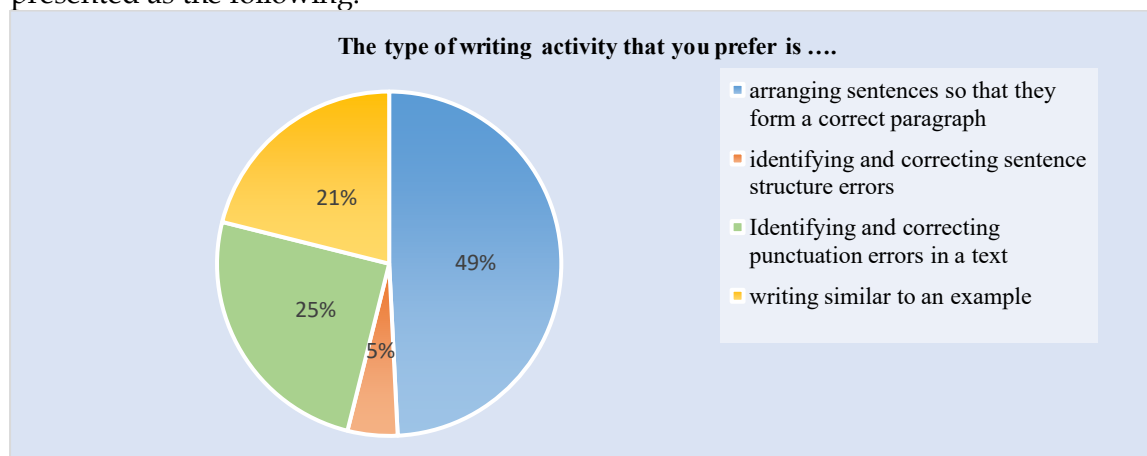
Figure 12 The type of writing activity that students prefer

According to (Hayati et al., 2020), mastering paragraph writing is an essential foundation for developing students' writing skills. A good paragraph requires a topic sentence, supporting sentences, and coherent ideas. By practicing organizing sentences into paragraphs, students gradually learn how to organize ideas logically and systematically before they can write longer texts (Alsamadani, 2017).

In the learning of vocabulary mastery, about 66% of the students chose matching English words or expressions with their meaning in Indonesian. Then, about 25% of the students chose matching English words or expressions with the pictures, and about 7% of the students chose completing blanks on a sentence or paragraph with provided words. The rest, about 2% chose completing blanks on a sentence or paragraph with any words based on their ideas. The data are presented in the following chart.

The type of activity to enrich your vocabulary that you prefer is ….

- Matching English words or expressions with their meanings in Indonesian language
- Matching English words and expression with pictures
- Completing blanks on a sentence or a paragraph with provided words
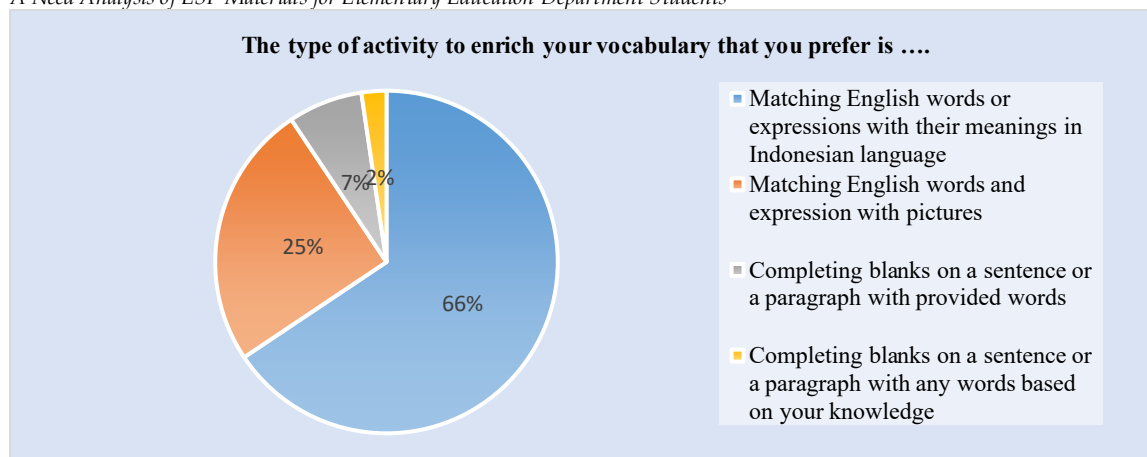- Completing blanks on a sentence or a paragraph with any words based on your knowledge

Figure 13 The type of activity to enrich vocabulary mastery that students prefer

Based on the theory of first language role in second language learning, (Nation, 2013) states that using translation into the mother tongue is an efficient and accurate way to introduce vocabulary meaning, especially to beginner and intermediate learners. By matching words and their meanings in Indonesian, students can build strong meaning associations without having to guess excessively about the context (Nation, 2013).

In the learning of grammar mastery, about 76% of the students chose writing based on the patterns that have been learnt. Then, about 16% of the students chose identifying sentence structure errors, and about 8% of the students correcting sentence structure errors. The data are presented in the following chart.

The type of activity to improve your grammar skills that you prefer is ….

- Identifying sentence structure errors
- Correcting sentence structure errors
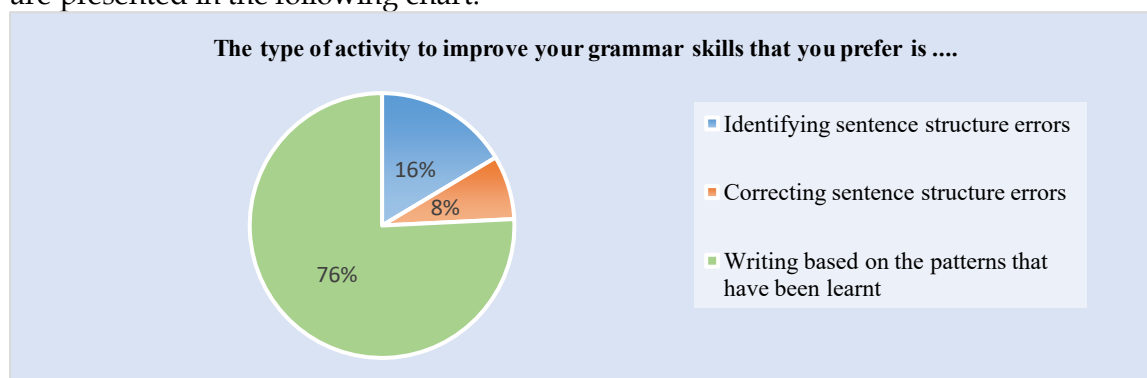- Writing based on the patterns that have been learnt

Figure 14 The type of activity to improve grammar skills that students prefer

Based on explicit learning theory, Ellis (2006) via Alsamadani (2017) explains that adult learners tend to acquire language structures more effectively through explicit instruction and the use of learned rules. Writing with specific sentence patterns allows students to consciously apply grammar rules (conscious knowledge). It thus minimizes structural errors in their writing.

In the learning of pronunciation skills, about 55% of the students chose discussing with classmate or in a small group about the correct pronunciation of certain word. Then, about 35% of the students chose imitating the pronunciation demonstrated by the lecturer, and about 10% of the students chose reading aloud by looking at the phonetic transcription. The data are presented in the following chart.

The type of activity to improve your pronunciation skills that you prefer is ....

- Imitating the pronunciation demonstrated by the teacher
- Reading aloud by looking at the phonetic transcription
- Discussing with a classmate or in a small group about the correct pronunciation of certain words
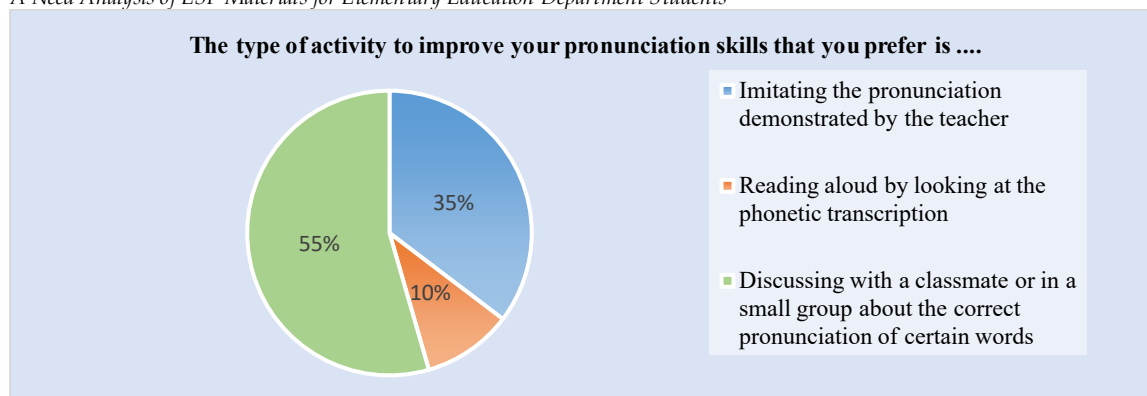
Figure 15 The type of activity to improve pronunciation skills that students prefer

Small groups facilitate effective peer feedback. (Salma, 2020) states that peer feedback in small groups can help learners increase awareness of pronunciation errors, especially when it is combined with examples of correct pronunciation. The process of listening to each other and imitating vocabulary pronunciation helps students gradually build phonological awareness.

Setting

Setting is related to interaction, collaboration, and classroom management which students want in the process of language learning (Marcu, 2020). In the research, about 45% of the students chose learning English in a small group. Then, about 28% of the students chose learning in a large group, about 17% of the students chose learning in pairs, and the rest about 10% of the students chose learning individually. The data are summarized in the following chart.

During the teaching and learning process, the method you prefer is ....

- Individually
- In pairs
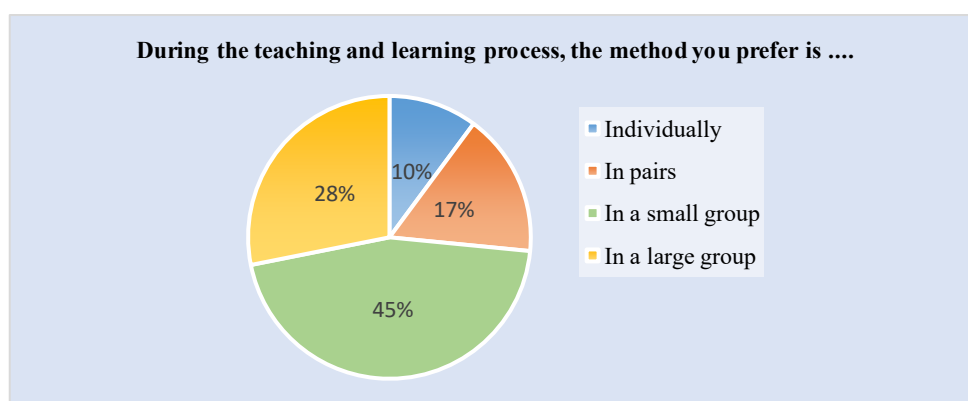- In a small group
- In a large group

Figure 16 The method which students prefer

Small groups create more opportunities for meaningful interaction where students can use English for real-life purposes such as discussions, negotiations, and problem-solving together. Small groups also support collaborative learning. According to (Salma, 2020), collaborative learning increases cognitive engagement and motivation because students feel responsible not only for their own learning but also for the success of the group. From the perspective of the Affective Filter Hypothesis, Krashen (1985) via Dewi et al. (2023) explains that language learning is more effective when students' anxiety levels are low. Small groups create a more relaxed and less intimidating atmosphere than individual practice in front of a class. This helps students feel more secure in trying to use English without fear of making mistakes.

Teacher's Roles

Teacher's roles refer to how the teacher acts in the language learning process. In the research, about 51% of the students chose the lecturer observes the students while were working and then help if there's any difficulties. Then, about 29% of the students chose the teacher gives questions to work on and then discuss them, about 15% of the students chose the lecturer walk through the class and provides suggestions, corrections, or comments on each student's work, and the rest about 5% of the students chose the lecturer gives an example of a task and then gives an assignment. The data are presented in the following chart.

During the teaching and learning process, you would prefer if the teacher ....

- Gives an example of a task and then gives an assignment
- Gives questions to work on and then discuss them
- Observes the students while were working and then helps if there's any difficulties
- Walks through the class and provides suggestions, corrections, and comments on each student's work
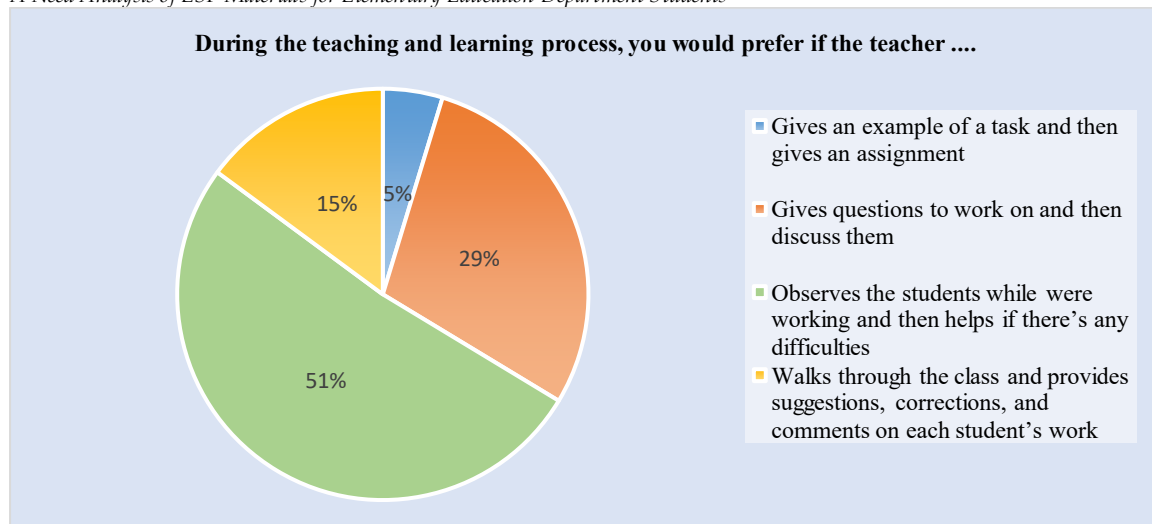
Figure 17 Teacher's role

Furthermore, the lecturer's role as an observer is in line with the student-centered learning approach, where the lecturer does not dominate the lesson but facilitates and supports the student's learning process. It is supported by Richards (2017) that feedback provided during the learning process is more effective than correction at the end of the activity since students can immediately revise and correct any errors. Moreover, in relation to the perspective of the Affective Filter Hypothesis, Krashen (1985) via Dewi et al. (2023) explains that language learning is more effective when learners feel safe and supported. Lecturer input that is helpful, not judgmental, can reduce student anxiety and increase their confidence in using English. This is especially important for students who are still hesitant to speak or write in a foreign language.

Learner's Roles

Learners' roles refer to how students participate in learning the language. In the research, about 74% of the students chose to be guided in every task by the lecturer. Then, about 17% of the students chose to discuss and seek information to solve problems or do assignments, about 6% of the students chose to just listen to the lecturer's explanation in class, and the rest about 3% of the students chose to use their creativity to do assignments. The data are summarized in the following chart.

During the teaching and learning process, you prefer to ....

- Just listen to the teacher's explanation in class
- Be guided in every task by the teacher
- Use your creativity to do assignments
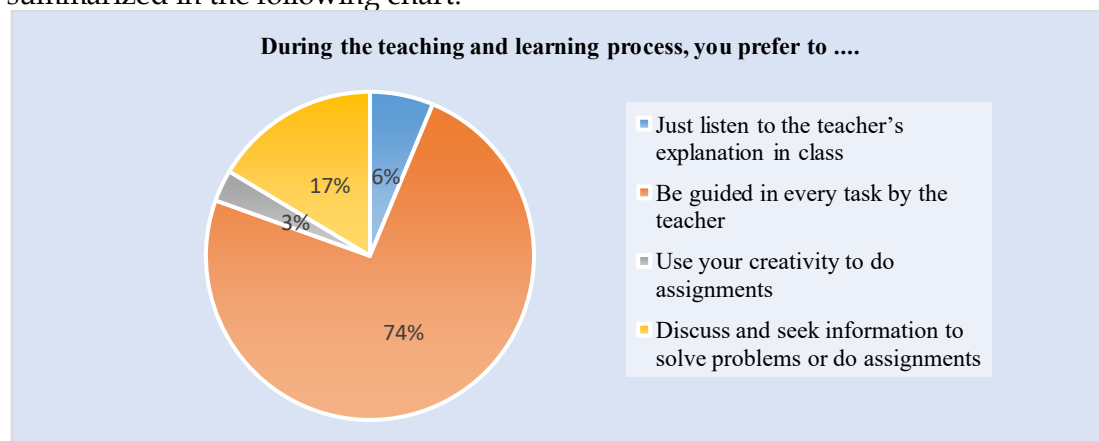- Discuss and seek information to solve problems or do assignments

Figure 18 Teacher's role

In the context of foreign language learning, students often encounter uncertainty in vocabulary use, sentence structure, and pronunciation. Lecturer helps students to ensure that their learning activities are right. Besides, based on socio-cultural theory perspective, Vygotsky (1978) via Dewi et al. (2022) emphasized that learning occurs optimally when learners receive support from more competent individuals. Lecturer serves as scaffolding, helping students complete language tasks they cannot yet complete independently. With tutor guidance, students can gradually move from dependence to independent learning.

CONCLUSIONS

The present research recommends that several reflections need to be considered in designing learning materials of ESP including determining students' necessities, lacks, wants, goals, and learning needs. These aspects are significant since they are related to the crucial requisite of a successful English course. It is found that the students' learning target is to enhance their English proficiency, primarily speaking skills and vocabulary mastery for encouraging their future career. Since the career field of Elementary Education students is elementary teacher, developing the students' speaking skills, vocabulary mastery, reading skills, and grammar mastery are mainly needed. These skills are interrelated to promote professional performance in instructional activities. Lecturers can design learning materials in various ways by providing language input which is supported by vocabulary lists to strengthen students' vocabulary mastery and boost their English skills. Learning materials should be compiled with text types around the field of elementary education. Learning materials should be designed to direct students in various meaningful and contextual activities which enable the students engaged in collaborative language learning activities. Collaborative learning activities facilitate the students to obtain various feedbacks from their friends and lecturers can monitor the students' learning progress then provide ongoing feedbacks for the students' work. By conducting the research, it is expected that future research can develop learning materials based on the need analysis which has been obtained. If the research is found not providing a broader range of participants, it is recommended that further research can be carried out to investigate the needs of Elementary Education from a wider context. Besides, to see the more relevant needs, the research can be repeated by considering the viewpoint of alumni and stakeholders.

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