
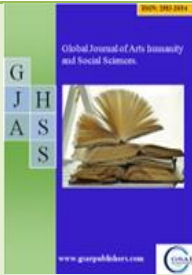


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Designing English for Governance Science Syllabus and Instructional Material Based On Need Analysis

By

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Abstract

This study aimed to design English language teaching materials specifically for Governance Science students at Muhammadiyah Sidenreng Rappang University. The aim was to meet the special language needs of students in this field by developing a textbook that would enhance their English proficiency while focusing on key concepts in governance science. The study adopted a Research and Development (RnD) approach based on English for Specific Purposes and followed a systematic process to ensure the relevance and quality of the materials. The methodology used included a needs analysis through questionnaires distributed to students and teachers as well as a review of existing literature. The data collected guided the development of a task-based syllabus that emphasized practical applications of language skills in Governance-related contexts. The syllabus was structured around relevant topics, such as forms of government, political processes, and citizenship, and integrates a variety of tasks to actively engage students in learning. The results show that listening, speaking, reading, and writing skills were important for both academic and workplace contexts, with a particular emphasis on reading and writing. Students face challenges in professional discussions, specific vocabulary, and academic writing, underscoring the need for targeted instruction in these areas. Based on the needs analysis, a customized syllabus focusing on task-based learning and subject-specific content was developed. The instructional material includes governance-related vocabulary, authentic texts, and communicative tasks, aimed at bridging the gap between general English and the specialized demands of Governance Science.

Keywords: English for Specific Purposes, needs analysis, English Instructional Material, Governance Science.

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INTRODUCTION

Learning English for students in the era of globalization was essential to meet international academic and career needs. Learning English also provides access to global sources of information and broadens one's global perspective. In today's digital age, students can also take advantage of technologies such as mobile apps and websites to learn English to improve their language skills.

Crystal Wright (Wright, 2016) said that The need for a global language was particularly appreciated by the international academic and business communities, and it was here that the adoption of a single lingua franca was most in evidence, both in lecture-rooms and board-rooms, as well as in thousands of

individual contacts being made daily all over the globe. For students of governance science, learning English was very important that English become an essential tool for effective communication and information exchange, which were important skills in governance and public administration. It allows students to engage with international organizations, participate in global dialogues, and access a wealth of resources and knowledge from around the world. Several important information about politics, international politics and global issues was available in English. Governance science students must be able to access, understand, and interpret these sources. The explanation above indicate how important designing ESP course specifically in form of material and syllabus that involve the consideration about what the students need. By considering student's needs in designing ESP course



syllabus and instructional material, students will set the goals properly and way to achieve the goal become clearer. In conclusion, a tailored English for Specific Purposes (ESP) curriculum for governance science students plays an important role in improving English subject performance in the class. By focusing on relevant vocabulary, improving communication skills, encouraging critical thinking, and becoming familiar with test formats, the curriculum provides students with the language tools they need to succeed in the field.

There were several previous studies that talk about the importance of ESP that customized to student's need of English. Lailatul Abidah, (Abidah et al., 2023) said Teaching English for Specific Purposes (ESP) in vocational schools requires the use of English materials tailored to the specific needs of students. The results indicate that the main goal of the learning process of student was to improve their speaking skills. Additionally, instructors prefer the interactive, engaging, and easy-to-understand multimedia learning approach to teaching

English. Andi Asrifan et al. (2020) in their research Esp Course Design: The Need Analysis On English For Tourism Book For Travel Business Department Of Eleventh Grade Students At Smkn 1 Tarakan" said that Subject content in English was compared to the high school level based on curriculum. While English was differentiated for high school students and vocational high school students according to specific purposes, high school students and vocational high school students receive the same English program. Research results show that should add more English documents. Language skills and components Speaking and Pronunciation, Media, Visuals, and Questioning Teaching Methods were some of the topics covered in the course materials of the SMKN Department of Tourism Business 1 Tarakan. Many speaking practice presentations, many types of audio for listening, speaking and reading practice, reading and text sections, and some information that business-travel learners must know constitute the creation of products in English.

This study contributed new insight into ESP curriculum design by focusing on the specific learning and language requirements of Governance Science students, purposing to create a more relevant and impactful learning experience. At the point of this research was the customization of development materials, tailored the unique context and language demanded of governance science. By integrating a comprehensive needs analysis, this study identifies the precise skills and knowledge areas that students need to succeed both academically and professionally in this field. Furthermore, the study emphasize practical impact, offering instructional materials that were not only theoretically sound but also immediately applicable in real-world governance context. Together, these elements underscore the novelty of this research and its potential to set a new standard in ESP material development for Governance Science.

This study was focused in identifying and analyzing the specific learning and language needs of Governance Science students, which served as the foundation for designing effective ESP

instructional materials. The methodology integrates a mix-methods approach, combining both quantitative and qualitative methods to gather comprehensive data from students, lectures, and industry professional. This dual approach enables a deeper understanding of students' needs and preferences in language learning within governance science field. The primary research questions guiding this study were (1) what were the learning language needs of Governance Science students for their ESP Course?, (2) What type of syllabus was most suitable to meet the ESP Course at Universitas Muhammadiyah Sidenreng Rappang?, (3) What kind of ESP Instructional Material should be taught for students of Governance Science students at Universitas Muhammadiyah Sidenreng Rappang based on needs analysis and syllabus type?.

LITERATURE REVIEW

Recent research suggested that effective ESP course design should be based on an in-depth needs analysis that identifies the differences between students' academic and professional needs. For example, Remache & Ibrahim (2018) in their study on Business English found that students have different needs for academic and professional environments. In the academic environment, reading and listening skills were considered most important, while in the professional environment, speaking skills were favored.

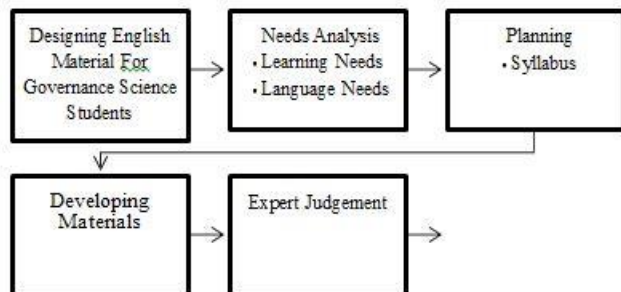
In addition, some studies such as Nuraeni (2016) and Pranoto & Suprayogi (2020) reveal that ESP content should be tailored to topics relevant to the field of study. Nuraeni, in her research on English language needs for midwifery, found that students prefer topics that fit the midwifery professional context over General English. Thus, the ESP syllabus for Governance Science students may also include topics such as political system, constitutional government, and democratic process. This aims to make the material delivered have a high relevance for the students, both in their studies and in the world of work later.

Furthermore, Sadapotto's (2013) research identified that speaking and writing skills have an important role to play in ESP classes, especially in fields such as accounting and business. Although the context was different, these findings highlight the importance of developing skills that were often considered difficult but essential in the world of work. This emphasis can be applied in the design of ESP for Governance Science, where oral and written communication skills in English were needed for roles involving policy analysis, public consultation, and participation in international discussions.

Another recent study by Sakkir et al. (2021) suggests the importance of using multimedia approaches in ESP teaching to increase student engagement and interaction. In his research on developing writing skills through social media platforms, he found that digital media can motivate students to be more active. The use of multimedia-based materials, such as videos, simulations, and interactive case studies, can be applied in ESP for Governance Science courses, helping students hone the skills needed in this digital age. This approach allows ESP courses to be more contextualized and relevant to the professional challenges they will

face.

This study was integrating Research and Development (R&D) Methodology with the Dick and Carey Model (1996) in Syllabus Design and Instructional Material Development.



METHODOLOGY

This research was kind of Research and Development method (R and D) with qualitative and quantitative mix method as approach. It used questionnaire that distributed to Students, English Lectures and Alumnus to identify what students need for their ESP Course especially for Science governance students at University of Muhammadiyah Sidenreng Rappang. This study was Integrating Research and Development (R&D) Methodology with the Dick and Carey Model in Syllabus Design and Instructional Material Development. In this study, the Research and Development (R&D) methodology proposed by Gall, Gall, and Borg (2003) was integrated with a modified version of Dick and Carey research model developed by Deddy Nureffendhi to better suit the context of this study. It was well suited for creating and evaluating teaching materials and syllabi, as it allows for a systematic approach to developing, testing, and improving learning tools based on real data obtained from learners' needs. Given that the objective of this study was to design an ESP syllabus and teaching materials specifically for Governance Science students, the R&D method provides a framework for creating solutions that were tailored to the real needs of learners. This approach ensures that the materials developed were relevant and effective in meeting the real needs of students.

The study followed a structured process based on the Dick and Carey model, starting with distributed questionnaire for students, English Lecture, and Alumnus to identify the learning and language needs of Governance Science students. The findings from this analysis were used to design a syllabus covering topics and skills relevant to the students. Next, teaching materials were developed based on the syllabus to suit the academic and professional needs of the students. These teaching materials were then evaluated by experts to ensure their accuracy and effectiveness, with feedback resulting in revisions to improve clarity, task complexity and authenticity of the materials. The final stage involves refining the teaching materials to make them more effective in achieving the learning objectives before they were prepared for classroom implementation.

The data collected from the questionnaire of the needs analysis were analyzed by using the frequency and the average score. Some

data were described in the frequency and percentage only. To answer the research questions, the descriptive analysis was employed. The data will be converted into descriptive statistics. It will aim to summarize a given data set which cannot be represented entirely.

FINDINGS

Based on data collected, the ESP needs of Governance Science students were strongly related to their career goals and professional needs. 85% Students chose the main needs identified include mastering specialized vocabulary in the field of government and politics, such as terms related to government structures, political processes, as well as civil rights. About 75% Students also need strong academic reading and writing skills to understand texts and produce formal reports or analytical essays. Professional communication skills were essential, especially for presentations, debates and policy discussions relevant to their field. In addition, students expressed the need for a contextual understanding of the use of English in real situations in the field of government, such as in political documents, speeches and debates.

As for the syllabus, based on survey, about 80% respondents stated the most suitable syllabus for ESP courses at Muhammadiyah Sidenreng Rappang University was a task-based and situational syllabus. This syllabus emphasizes the practical application of language skills through tasks that relate directly to real-world scenarios in the field of Governance Science. The main focus was on task-based learning, which includes activities such as analyzing political speeches, making policy proposals, discussing government case studies, and writing reports using authentic materials. In addition, the syllabus also integrates real-world contexts that students will encounter in their careers, such as political processes, civil rights, government structures, and political power dynamics. Each learning unit includes assignments that reflect professional practice in the field of Government Studies. Although based on the use of language in real contexts, the syllabus also pays attention to the acquisition of necessary vocabulary and grammar, with an emphasis on verbs and key terms relevant to the government context.

The teaching materials for the ESP in Governance Science course should be designed to fully match the specific needs of students and the proposed task-based syllabus. These materials cover Governance Science discourse through articles, research papers, case studies, and political speeches that explore issues related to governance, public policy, political culture, and democracy, so that students can understand the language commonly used in the field. In addition, the materials should contain a comprehensive vocabulary list covering key terms, such as "political power" and "constitutional democracy," along with interactive exercises to deepen understanding. Practical task-based assignments such as answering questions from the readings, having discussions, and writing policy briefs will encourage the application of the language in a professional context. Students should also be introduced to authentic government documents, such as government reports and legal texts, to help them recognize the formal language style in this

field. Exercises such as true-false and matching statements can be used to reinforce core concepts and vocabulary.

DISCUSSION

In this study, the results obtained indicate the specific needs of Governance Science students for ESP materials that focus on vocabulary and language skills relevant to their field of study. Based on data collected from students, lecturers, and alumni of Universitas Muhammadiyah Sidenreng Rappang, several key aspects of their learning needs were identified, such as mastery of vocabulary and terms related to politics, government structures, and political processes. These results are in line with the findings of Remache & Ibrahim (2018), who pointed out that in ESP for the business field, students require mastery of different skills according to academic and professional objectives. In the context of Governance Science, the dominant skills needed are academic reading and writing, as well as speaking ability for professional communication. This is also in line with Sadapotto's (2013) research which emphasizes the importance of speaking and writing skills in ESP classrooms, given their complexity and higher usage in professional contexts.

Then, the results of the needs analysis support the development of a task-based and situational syllabus that emphasizes language use in real contexts. Nuraeni's (2016) research supports the use of this approach where real situations are integrated into the syllabus to reflect language use in professional life. At the syllabus design and materials development stage, this study adopted the Dick and Carey model combined with the R&D methodology of Gall, Gall, and Borg (2003), to ensure the development of ESP materials that fit the context and specific needs of Governance Science students. This step is supported by the research of Andi Asrifan et al. (2020) and Pranoto & Suprayogi (2020), which emphasize the importance of needs analysis in determining relevant topics and teaching methods to meet the ESP needs of students in various fields of study.

The discussion of these results suggests that ESP teaching materials based on needs analysis are able to provide authentic and relevant language exposure, and reflect the professional context that students will face after graduation. The integration of speaking, listening exercises, and situation-based tasks into the ESP teaching materials reflects the approach found in previous research, particularly in Abidah's study (2023) which suggested that ESP materials be tailored to the specific needs of students in vocational education. With this approach, the results of this study are expected to improve the language skills of Governance Science students in accordance with the demands of the future world of work.

Conclusion

Based on the findings of this study, the following are some conclusions related to ESP needs for Governance Science students at Muhammadiyah Sidenreng Rappang University:

1. In Learning and Language Needs, Governance Science students need to focus on mastering field-

specific vocabulary, academic writing skills, and communication abilities in professional contexts. These needs align with their academic and career goals, making English language proficiency essential for future success.

2. For the Syllabus Design, A needs-based syllabus is the most appropriate for ESP courses as it allows customization of content and teaching strategies that directly meet students' linguistic and academic needs, ensuring relevance and practicality.
3. As for the teaching materials: Effective ESP materials should include field-specific content, authentic sources, and task-based activities that simulate real situations in Governance Science, thus enhancing students' understanding and application of language skills in meaningful contexts.

To increase the effectiveness of the ESP program for Governance Science students, several suggestions can be given: First, the ESP curriculum needs to be updated regularly by involving material experts to keep it relevant to the needs of students and the development of the field of Governance Science. Second, diverse teaching methods, such as group discussions, simulations, and independent activities, should be applied to increase student engagement and practical application of the language. Third, regular needs analysis should be conducted to adjust the syllabus and teaching materials to the development of students' language and career needs. Fourth, it is important to prioritize real-world applications in teaching materials, such as case studies, role plays, and authentic texts, to help students connect theoretical knowledge with practical skills.

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