Investigating Students' Needs in English for Specific Purposes: A Study at Universitas Timika

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Abstract
Timika Regency, located in Central Papua, Indonesia, hosts a rich tapestry of ethnic communities, notably the indigenous Amungme and Kamoro groups. Despite supportive government initiatives like scholarships aimed at advancing education, delivering impactful English language instruction to non-specialist students poses ongoing difficulties. In higher education settings, English courses adopt an English for Specific Purposes (ESP) framework, customizing content to align with students' chosen fields of study. This research explores the ESP learning requirements of Communication Science undergraduates at Timika University, with the goal of guiding the creation of an effective Semester Learning Plan (SLP). Employing a descriptive quantitative methodology, the study gathered insights via structured questionnaires distributed to students, faculty members, and key stakeholders. Results reveal a strong demand for English resources and competencies that directly support academic pursuits and future careers, underscoring the value of ESP tailored to specific disciplines. The analysis stresses the importance of adapting ESP programs to regional educational realities. Moving forward, scholars should investigate the sustained effects of such ESP strategies on enhancing students' preparedness for both scholarly achievements and professional success.

Keywords: Need Analysis; ESP; English Learning; Communication Science Major

INTRODUCTION

It was back on 2002, province of Irian Jaya officially changed its name to Papua and in 2007 West Irian Jaya became Papua Barat. Nowadays, those provinces have areas surrounding their cities. The cities Jayapura, Nabire, Merauke and Timika are the most densely populated, largely by immigrants from other parts of Indonesia. Speaking of immigrants, many jobs are taken by most of them which decrease the already few opportunity of the indigenous in Papua. The fewer opportunity the Papuan gets, the more visible the inequality becomes.

One of the reasons why Papua has been struggling is the long history of economic and cultural colonization. Ever since the 1960s, Papua has been part of Indonesia, and the relationship between the two has often been fraught. The province has experienced a long history of economic and cultural colonization, which has led to a "vicious cycle" of low school attendance and completion, a shortage of qualified teachers, and a lack of economic opportunities for the indigenous population (Allen et al., 2017).

In terms of inequality, the researcher has been observing since she moved to Timika in 2018, education is often not running well enough. The government concentrates to provide facilities in city where for many Papuans it is difficult to reach because they live in villages and countryside. Rivers and high mountains create natural borders between the different villages. The only access to get city as fast as they can is by copper airplane which is costly for them. By all means, with the risen living standards in city, Papuans who are from remote areas prefer to have their nine-year compulsory education in village. However, they have to suffer the consequence of not being taught well because most of the time, the schools are left empty.

The central government has directed much attention to improving education in Papua. The provincial government has also committed to ambitious educational goals, such as increasing school attendance and completion rates. However, these efforts have been hindered by a shortage of qualified teachers, many of whom are reluctant to work in the remote areas of Papua (Triyanto, 2019). Moreover, the quality of education in Papua remains a major challenge, with students demonstrating low levels of academic performance (Triyanto, 2019).

The quality of educational services in Papua has been among the worst in Indonesia for the past five years (Marpaung et al., 2022). Experts attribute this to the low quality of educational management, the absence of teachers, and the low consciousness of the society towards the importance of education (Marpaung et al., 2022). To address these issues, the government has implemented various programs, including sending teachers from other parts of Indonesia to work in Papua.

Despite these efforts, educational inequality in Papua remains a significant challenge. Papuan students from remote areas often face barriers to accessing quality education, such as the high cost of transportation and the lack of qualified teachers in their communities. To address this, the government needs to develop a more inclusive curriculum that takes into account the unique cultural and linguistic needs of indigenous Papuan students.

In the addition to that, it is inevitably that students seem hard to adapt with new educational environment once they decide to enrol their high education in city. With the Special Autonomy Law where local indigenous Papuans from seven tribes in Timika will be funded by the Amungme and Kamoro Community Empowerment Foundation (Yayasan Pemberdayaan Masyarakat Amungme dan Kamoro, or YPMAK), the students from the seven tribes feel supported financially to pursue their education either in or out of Timika. For senior high school students in Timika, mostly they are provided a dormitory. But that is only for those whose school consists of 98% of native Papuans from villages. Other than that, YPMAK only covers the tuition.

According to the survey conducted by the Indonesian Institute of Sciences, it showed that low-quality education was a major problem in Papua, followed by infrastructure and transport and exploitation of natural resources (Triyanto, 2019) . Poor education has a serious impact on the low performance of regional development. Furthermore, the data showed that the quality of educational services in Papua has been the worst for the past five years. The issue of education must be addressed as soon as possible so quality human resources can be produced to support sustainable development in all areas or aspects.

The context of secondary schooling in Papua, Indonesia also exhibits a "vicious cycle": students demonstrate low levels of school attendance and

completion; these are exacerbated by a shortage of teachers, few of whom are qualified. Additionally, there have been at least three main issues of education in Papua, namely low quality of educational management, the absence of teachers, and low consciousness of the society towards the important of education (Allen et al., 2017; Marpaung et al., 2022; Triyanto, 2019) .

However, even though the tuition is no longer an issue for students, another issue comes from the way they communicate with other people who are not Papuans. It happens in all educational fields, not to mention the college students. Communication probably becomes one of the biggest obstacles they have to face when they talk to people who are not natives. Even with the natives but from different tribes, they are unconfident. Realizing that problem some students who are willing to take up their undergraduate program in Universitas Timika, university where I work, they choose Communication Science major. The legitimate reason is that is because students majoring in Communication Science are required to be able to communicate both nationally and internationally.

The previous research has focused on the communication challenges of students from other countries who study in Indonesia (Jandevi & Zareen, 2020), and the home culture effects on English as a lingua franca communication of Chinese students (Zhang & Lütge, 2023). However, it seems there is a lack of studies that focus on the intercultural communication challenges of Papuan students, especially those from remote areas who study in urban areas outside of Papua.

Regarding the ability to communicate internationally, it is an accepted fact that Communication Science major learns English as a demand subject. This subject will lead students to be competitors in any workforces. As a matter of fact, most all of communication science students still lack of English competencies. This is because English subject in their major is not by needs that results students are not interested in learning English.

According to (Rofi'i & Nurhidayat, 2020), the ability to communicate in English is very crucial in the world of work. Speaking is the most crucial of the four language skills, serving as the primary means of interpersonal interaction and communication. (Tazhitova et al., 2024) Additionally, misunderstandings in the speaking domain are particularly evident. Another vital aspect of communication skills is the ability to integrate multiple modalities of information. In many countries, English is the most frequently spoken foreign language used by various countries in establishing international communication both for the sake of education, business, medicine, banking, tourism, diplomacy, and various other sectors (Hajar & Rahman, 2022).

Based on that problem, Universitas Timika, especially Communication Science major, needed to provide special English language teaching (ESP) to make students interested in learning English based on their needs. This is in line with (Hutchinson & Waters, 1987), ESP should be based on students' reason for learning by identifying their needs. For this reason, this research focused on analysing English language needs on Communication Science students in Universitas Timika. It was hoped that after finding out the students' need, they would be motivated to learn English in order to be able to communicate both nationally and internationally. In the future Papuan students can improve the quality of human capital of Papua. In the end, they will develop human resources in Papua especially in Timika.

REVIEW OF LITERATURE

Teaching English for Specifics Purposes

The concept of English for Specific Purposes (ESP) emerged as a distinct branch of English Language Teaching (ELT) designed to meet learners' particular goals and contexts. According to (Hutchinson & Waters, 1987), ESP is *"an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning."* ESP thus emphasizes practicality and relevance, focusing on communication skills directly tied to learners' academic, professional, or vocational needs (Baker, 2009). It operates under two core characteristics: (a) it is based on a specific context, and (b) it is tailored to learners' particular needs (Hutchinson & Waters, 1987). In essence, ESP equips learners with *specific training and language skills* that enable them to function effectively in their targeted social or professional settings.

The primary purpose of English for Specific Purposes (ESP) is to enable learners to acquire English in ways that directly relate to their professional, academic, or vocational needs. As an approach to language teaching, ESP focuses on the learners themselves—its content and methods are determined by their specific goals for learning (Hutchinson & Waters, 1987). According to (Dudley-Evans & St John, 1998), ESP possesses both absolute and variable characteristics. The absolute features emphasize that ESP is designed to meet learners' specific needs, uses methodologies linked to the disciplines it serves, and centers on language, discourse, and genres relevant to these fields. Meanwhile, the variable features suggest that ESP may target specific disciplines, employ distinct methodologies, and generally cater to adult or tertiary-level learners who already have some foundation in English. In this sense, ESP differs from general English instruction by focusing more sharply on contextual communication, connecting language directly with real-world applications rather than abstract linguistic knowledge.

Furthermore, ESP courses are structured around needs analysis, which determines what learners must achieve in their professional or academic roles (Basturkmen, 2010). Needs-based instruction not only clarifies learning objectives but also enhances student motivation, as learners engage with content relevant to their specific disciplines or workplaces. Since its emergence in the 1960s as part of Teaching English as a Foreign Language (TEFL), ESP has evolved alongside the global spread of English as a lingua franca, addressing specialized communicative functions across disciplines. Stern (1992) categorizes ESP objectives into four domains: *proficiency*, *knowledge*, *affective*, and *transfer*. Proficiency goals focus on mastering the four language skills listening, speaking, reading, and writing—while knowledge goals involve linguistic and cultural competence. Affective goals aim to foster positive attitudes toward learning, and transfer goals involve applying acquired skills across varied communicative contexts. Together, these dimensions illustrate ESP's holistic orientation: it not only develops technical and linguistic proficiency but also cultivates adaptability, cultural awareness, and motivation for lifelong learning.

Need Analysis

The concept of needs analysis in English for Specific Purposes (ESP) has long been central to the design of effective and relevant language courses. (Hutchinson &

Waters, 1987) define *needs* as encompassing necessities, wants, and lacks, emphasizing that understanding what learners must accomplish in their target contexts is fundamental to ESP. Similarly, (Brindley, 1989) describes needs as "the gap between what the learners' actual needs are and what should be taught to them". (West, 1994) expands this view, explaining that needs relate to what learners are required to do with the target language and how best they might achieve mastery within the learning period. According to (Al-Otibi, 1994), analysis involves exploring communicative tasks—that is, determining what learners need to perform in real-life situations. Together, these perspectives establish needs analysis as a diagnostic process that aligns teaching objectives, learner capabilities, and target-situation demands.

Over time, the understanding of needs analysis has evolved significantly. In the early stages of ESP development during the 1960s and 1970s, needs analysis primarily focused on assessing learners' communicative needs to achieve specific teaching goals. However, in contemporary ESP research, the process has expanded to include more complex dimensions. (Dudley-Evans & St John, 1998) group modern needs analysis into five broad categories: (a) target situation and objective needs analysis, which investigates the linguistic and discourse features required in the target context; (b) subjective needs analysis, which considers learners' attitudes, motivations, and learning styles; (c) present situation analysis, which identifies learners' existing skills and proficiencies; and (d) means analysis, which examines environmental factors influencing course delivery. This multidimensional approach ensures that ESP programs not only meet learners' linguistic requirements but also address personal, contextual, and institutional factors that shape language acquisition.

Several scholars have also emphasized the methodological and theoretical breadth of needs analysis in ESP. Munby's *Communicative Syllabus Design* (1978) was pioneering in linking course design with a detailed assessment of learners' motivations, contexts, skills, and communicative interactions. (Nunan, 1988) defines needs analysis as a systematic procedure for determining course parameters, while (Widdowson, 1990) distinguishes between goal-oriented needs what learners must achieve and process-oriented needs, or how they acquire the language. Similarly, (Mackay & Mountford, 1978) view needs as socially and institutionally defined expectations for language learning. Later, (Hutchinson & Waters, 1987) refined their earlier model, distinguishing between target needs (necessities, lacks, and wants) and learning needs, underscoring that effective ESP instruction must bridge the gap between learners' current proficiency and target competencies. In essence, needs analysis represents a comprehensive framework for aligning linguistic, pedagogical, and sociocultural dimensions in ESP course design.

Based on all the above definitions, learners take place as the core of any program. They are the subject of any instruction, no longer the object. Their needs will determine the specification of syllabus content, including considerations on such things as language skills, structures, functions, notions, topics, themes, situations, and interlocutors. Since the selection is done according to the needs of learners, there are likely to be some variations from learner group to learner group. Different types of learner needs will be treated differently. Particularly, again, in light of the needs for the reasons why they are learning English.

Needs analysis is usually conducted before or at the very beginning of a course. The first task in conducting a needs analysis is to decide on what data need to be collected, when they should be collected, by whom, through what means, and for what purposes. The information of learner needs solicited falls naturally into two different categories. The first is essentially biographical data, while the second is more personal, relating to the learner preferences and perceptions of needs (Nunan, 1988).

METHOD

The present study employed a qualitative research design to identify students' needs in learning English. A qualitative approach was selected to allow for deeper exploration and interpretation of students' perspectives. The primary research instrument used was a questionnaire consisting of 12 items focused on English language needs. To ensure clarity and accessibility, the questionnaire was translated into Indonesian and distributed to participants through Google Forms. This method was chosen for its practicality in reaching respondents efficiently and encouraging honest responses in a comfortable, self-paced environment. For data analysis, the collected questionnaire responses were organized, coded, and examined using descriptive statistics in the form of frequencies and percentages. This approach enabled the researcher to identify recurring patterns and trends in students' responses, providing insights into their language learning needs, preferences, and challenges. Overall, this design and analytic procedure were intended to yield comprehensive and contextually relevant findings that could guide the development of an English for Specific Purposes (ESP) curriculum tailored to Communication Science students at Universitas Timika.

RESULTS AND DISCUSSION

Results

Based on the questioners distributed, there were 7 lecturers of Universitas Timika, 11 students of communication science students and 24 stakeholders answering the questions. So the total were 42 respondents.
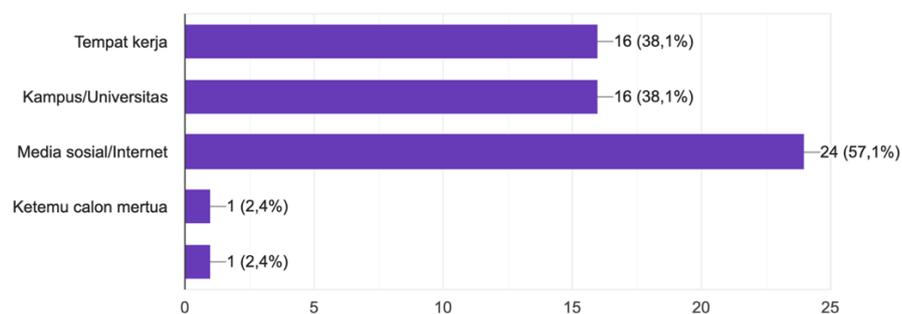

1. Mengapa Anda ingin mempelajari Bahasa Inggris?
42 jawaban
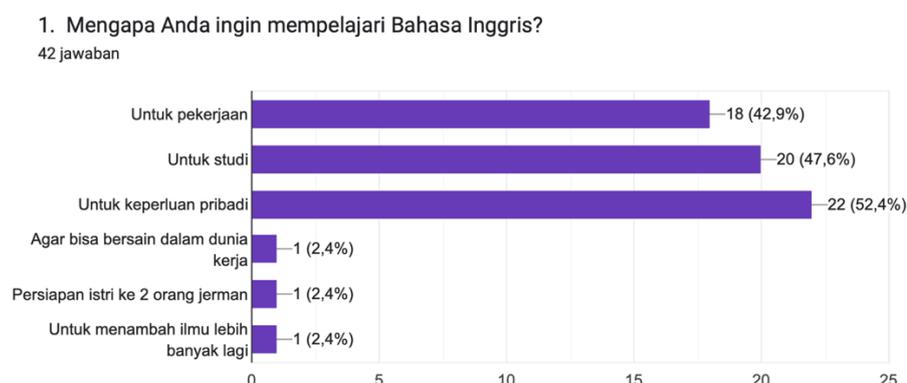
In the first diagram addressing the question "*Why do you want to learn English?*", the data reveal varying motivations among respondents. The majority, 52.4%, indicated personal reasons, such as self-development, travel, and a

desire for broader communication opportunities. This suggests that many participants view English as a means of personal empowerment and global connection rather than solely an academic requirement. Meanwhile, 47.6% of respondents identified academic purposes, highlighting English's role in supporting their studies, accessing international references, and engaging in scholarly communication. Furthermore, 42.9% selected employment purposes, reflecting a strong awareness of English as a critical skill for career advancement and competitiveness in the job market. Other minor responses, such as the desire to compete globally or to gain additional knowledge, accounted for about 2.4% each.

These findings highlight that learners at Universitas Timika possess multi-layered motivations that combine personal, academic, and professional dimensions. This aligns with the central concern of English for Specific Purposes (ESP), which emphasizes tailoring instruction to learners' real-world goals and communicative needs. The dominance of personal and academic motivations suggests that English courses should integrate contextualized content that bridges everyday communication, academic literacy, and workplace relevance. In addition, the presence of community stakeholders among respondents underlines the social value of English proficiency beyond the classroom—indicating a collective awareness of English as both a personal asset and a communal tool for social mobility and development in Timika's evolving educational and professional landscape.

2. Dalam konteks apa Anda paling sering menggunakan Bahasa Inggris?
42 jawaban

Context	Responses
Tempat kerja	16 (38,1%)
Kampus/Universitas	16 (38,1%)
Media sosial/Internet	24 (57,1%)
Ketemu calon mertua	1 (2,4%)
	1 (2,4%)

In the second diagram addressing the question *"In what context do you most frequently use English?"*, it can be observed that 57.1% of respondents reported using English most often in social media or online communication platforms. This indicates that a majority of learners engage with English informally through digital spaces such as Facebook, Instagram, TikTok, or YouTube, where English is commonly used as a global medium for information sharing and entertainment. Meanwhile, 38.1% of respondents indicated that they use English frequently in both workplace and campus settings. This reflects that English is gradually becoming integrated into professional and academic communication among respondents, though it is still more dominantly practiced in informal, digital environments.

The dominance of social media as the primary context of English use suggests that learners' exposure to the language is largely self-directed, informal, and technology-mediated. This finding aligns with recent studies emphasizing that digital platforms play an increasingly vital role in developing learners' linguistic competence and communicative confidence (Lee & Dressman, 2018; Sundqvist & Sylvén, 2016).

Through continuous interaction with English content on the internet—such as videos, online discussions, and social networking—students naturally acquire vocabulary, expressions, and cultural knowledge that enhance their overall proficiency. However, this type of exposure often lacks structured input or academic guidance, indicating a potential gap between learners' informal English use and the specific academic or occupational competencies targeted in English for Specific Purposes (ESP) programs.

Furthermore, the equal percentage of respondents using English in workplace and academic settings (38.1%) underscores the relevance of English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) in the local context of Universitas Timika. Within universities, English is often required for academic writing, presentations, and accessing scholarly materials (Hyland, 2006), while in workplaces, it supports professional communication and collaboration in industries where English serves as a lingua franca (Basturkmen, 2010). The findings indicate that learners at Universitas Timika already recognize the value of English beyond classroom use—both as a professional skill and as a tool for higher learning. This suggests that ESP instruction should integrate digital literacy and workplace communication modules, ensuring that learners can effectively transfer their informal online English skills into formal academic and professional contexts.


3. Apa tujuan utama Anda belajar Bahasa Inggris dalam konteks profesional/spesifik?
42 jawaban

In the third diagram, which addressed the question *"What is your main goal for learning English in a professional or specific context?"*, the results indicate that a significant majority of respondents 78.6% identified improving spoken communication skills as their primary goal. This finding suggests that most learners at Universitas Timika perceive oral communication as the most essential skill for their professional and academic advancement. The second-highest response, selected by 35.7% of participants, was improving public speaking skills, reflecting the need to express ideas confidently in formal and public settings. Meanwhile, 23.8% of respondents chose understanding technical literature in English, and 19% selected improving formal writing skills, while a small proportion (2.4%) mentioned personal or household communication as their motivation.

The predominance of spoken communication as the main learning goal underscores the importance of communicative competence in the English for Specific Purposes (ESP) framework. This aligns with (Hutchinson & Waters's, 1987) concept of ESP as a learner-centered approach, where instructional content should be designed to meet learners' communicative needs in real-world contexts. The data

reveal that learners at Universitas Timika prioritize practical oral proficiency over written accuracy, indicating a preference for functional language use in professional and social interactions. Such emphasis on speaking ability mirrors the findings of (Basturkmen, 2010), who argued that ESP learners often seek to develop the ability to communicate fluently and appropriately in their target professional domains rather than focusing solely on grammatical precision.
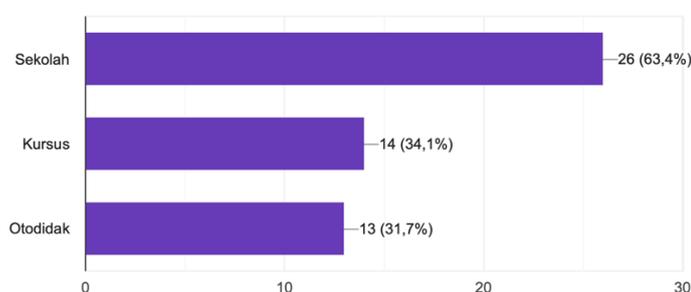
1. Apakah Anda sudah pernah belajar Bahasa Inggris sebelumnya?
42 jawaban

Ya	37 (88,1%)
Tidak	5 (11,9%)

0   10   20   30   40
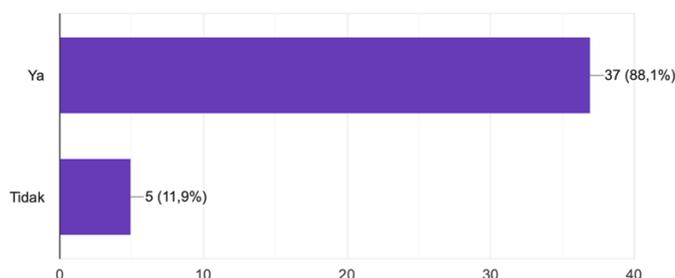
2. Jika ya, di mana Anda belajar Bahasa Inggris?
41 jawaban

|	
Sekolah	26 (63,4%)
Kursus	14 (34,1%)
Otodidak	13 (31,7%)

0   10   20   30

The results revealed that a large majority of respondents (88.1%) reported having previous experience learning English, while only 11.9% indicated that they had never studied the language before. This finding indicates that English exposure among participants is relatively high, which provides a solid foundation for English for Specific Purposes (ESP) instruction. The second diagram, which explored where respondents learned English, shows that 63.4% of them acquired the language primarily through formal education at school, followed by 34.1% who learned through private courses, and 31.7% who developed their skills through self-taught or independent learning. These results demonstrate the varied backgrounds and learning pathways among students, reflecting different levels of proficiency and motivation.

The high percentage of respondents who studied English in formal school settings suggests that English education in Timika, despite being limited in certain areas, remains a central component of students' linguistic exposure. However, this also implies that many learners may have been introduced to English in a general context, focusing on grammar and reading comprehension rather than specialized or professional communication skills. This aligns with (Widodo, 2016a) observation that English instruction in Indonesia often emphasizes general English (GE) without sufficient adaptation to learners' specific academic or occupational contexts. Therefore, while most learners in this study have a background in English learning,

their experience may not have adequately prepared them for context-specific language use, which is the focus of ESP.


3. Bagaimana Anda menilai kemampuan Bahasa Inggris Anda saat ini?
41 jawaban
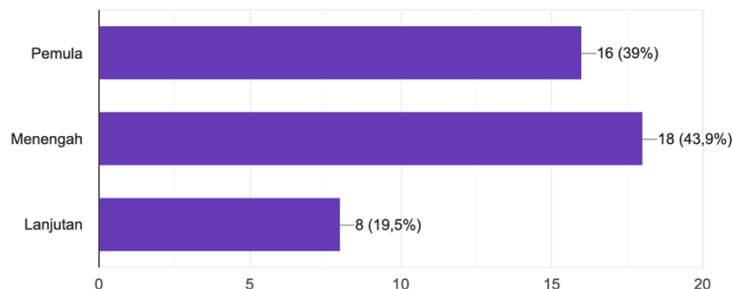
In Diagram 6, which presents responses to the question *"How would you rate your current English proficiency?"*, the majority of respondents (43.9%) categorized themselves at the intermediate level. This suggests that most participants possess a moderate command of English that enables them to communicate in familiar contexts, though they may still experience difficulty with complex or specialized expressions. Meanwhile, 39% of respondents rated themselves as beginners, indicating that they are still in the process of developing basic vocabulary, grammar, and confidence in using English. Only 19.5% of the respondents considered themselves to be at an advanced level, capable of using English effectively for professional, academic, or intercultural communication.

These results reveal a diverse range of proficiency levels among learners at Universitas Timika, which has significant implications for English for Specific Purposes (ESP) instruction. The predominance of intermediate-level learners suggests that ESP courses should adopt a bridging approach, combining both general English reinforcement and specialized language training. Beginner-level learners require more foundational language support, such as pronunciation and grammatical scaffolding, before progressing to task-based or professional communication activities. Conversely, advanced learners may benefit from more challenging, domain-specific materials, such as technical reading, professional writing, or case-based discussions. This variation reflects the heterogeneous linguistic backgrounds of Timika students, which is consistent with (Basturkmen's, 2010) assertion that ESP programs must be flexible and adaptive to different learner proficiencies and needs.

1. Keterampilan apa yang menurut Anda paling penting untuk dipelajari dalam Bahasa Inggris?
42 jawaban
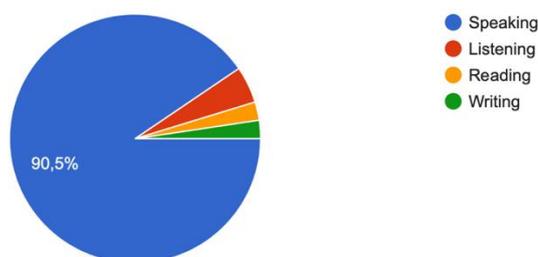
In the diagram above, respondents were asked to identify which English skill they considered most important to learn. The results show that an overwhelming 90.5% of participants selected speaking as the most crucial skill, while only a small fraction chose listening, reading, or writing. This indicates that the majority of students at Universitas Timika prioritize oral communication as the primary area for development, suggesting that learners perceive English mainly as a tool for interactive and practical communication rather than purely academic purposes.

The strong preference for speaking aligns with earlier results from this study, where respondents emphasized oral competence and public communication as their main learning goals. This finding highlights a consistent pattern of communicative needs among learners in Timika, emphasizing fluency, confidence, and real-time expression over formal writing or reading comprehension. Such a result resonates with (Hutchinson & Waters's, 1987) concept of ESP as a learner-centered approach, where course design must reflect the communicative situations learners are likely to face in their academic and professional environments. Therefore, the dominance of speaking as a priority skill suggests the need for ESP courses that are interaction-based and task-oriented, integrating role-plays, presentations, and workplace simulations to meet learners' expectations and real-world communicative demands.

**2. Dalam situasi apa Anda paling kesulitan menggunakan Bahasa Inggris?**
42 jawaban
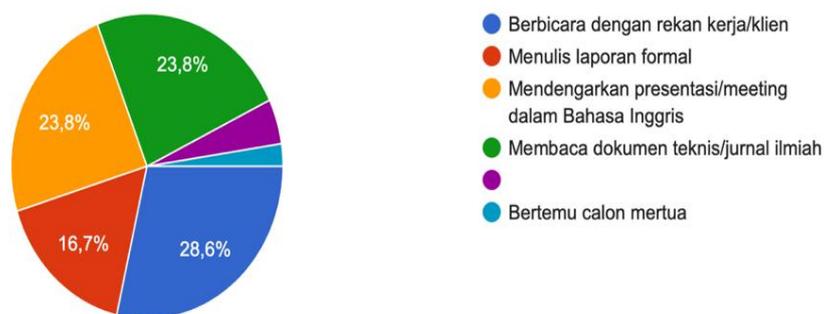
The diagram above illustrates the respondents' perceived difficulties in using English across various situations. The data reveal that 28.6% of participants reported finding it most challenging to speak with colleagues or clients, making oral interaction the primary area of difficulty. Meanwhile, 23.8% of respondents indicated difficulties in both listening to English presentations or meetings and reading academic or technical documents, suggesting that receptive skills such as listening and reading in professional contexts remain significant barriers. Additionally, 16.7% of the respondents identified writing formal reports as their most challenging English task, pointing to challenges in producing structured and accurate texts for academic or professional purposes.

These findings suggest that while many learners at Universitas Timika value English communication, they still experience anxiety or limited proficiency when using the language in formal and interactive settings. The dominance of speaking-related difficulties corresponds to common challenges faced by English learners in non-native contexts, where limited exposure to authentic communication restricts

fluency and confidence. Similarly, difficulties in listening and reading specialized materials may stem from a lack of familiarity with technical vocabulary and discourse patterns common in academic and occupational environments. Overall, the data highlight the need for integrated skills training within the ESP curriculum, combining oral communication, listening comprehension, and reading literacy tailored to the learners' professional and academic contexts.

1. Apakah Anda membutuhkan kursus ESP yang berfokus pada bidang tertentu? Jika ya, bidang apa?

40 jawaban
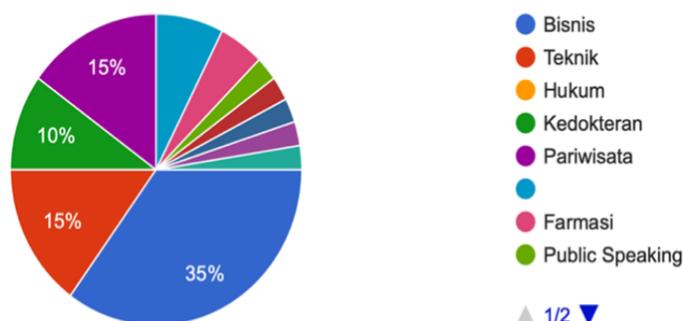
The results from the diagram indicate that 35% of respondents expressed a need for an ESP course in the business field, making it the most preferred area of specialization. This finding suggests that many learners at Universitas Timika perceive English as a crucial skill for entrepreneurship, commerce, and professional communication in the workplace. The next most selected areas were engineering (15%) and tourism (15%), reflecting the growing importance of English in technical and service-oriented sectors. In addition, 10% of respondents indicated a preference for medical English, showing awareness of the need for specialized language competence in health-related fields. Other fields such as law, pharmacy, and public speaking were mentioned by smaller proportions of respondents, indicating diverse but contextually significant professional interests among learners.

The predominance of business, engineering, and tourism as preferred ESP areas reveals that learners' needs are closely connected to local economic and professional opportunities in Timika. These three sectors represent key drivers of employment and community development in the region, suggesting that students are aware of how English proficiency can enhance their career readiness and employability. The results imply that the future design of ESP programs at Universitas Timika should emphasize sector-specific communication skills such as business correspondence, technical documentation, and service interaction while maintaining flexibility to address emerging needs in other disciplines. Integrating these specializations will ensure that the ESP curriculum remains relevant, pragmatic, and aligned with local labor market demands, thus empowering students to use English effectively within their chosen professional domains.

2. Apakah Anda lebih suka format pembelajaran tertentu?
41 jawaban

● Tata muka (face-to-face)
● Daring (online)
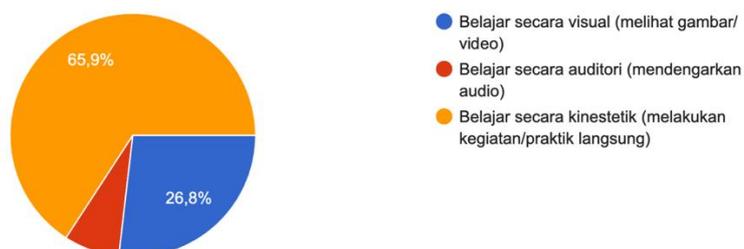● Blended learning (kombinasi daring dan tatap muka)
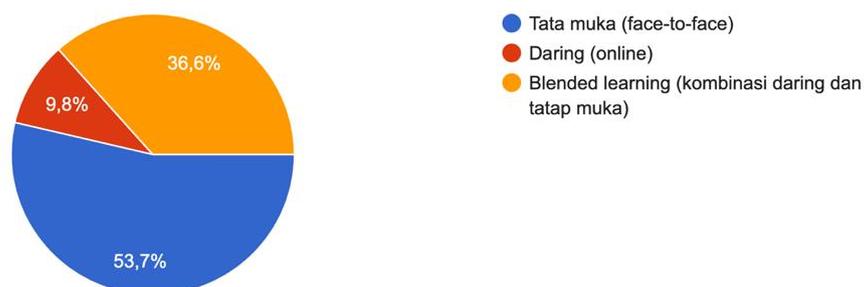
The diagram above illustrates respondents' preferences regarding their preferred learning format for English for Specific Purposes (ESP) instruction. The data reveal that 53.7% of participants preferred blended learning, which combines online and face-to-face instruction. Meanwhile, 36.6% of respondents chose online learning, and 9.8% preferred traditional face-to-face learning. These results suggest that the majority of learners at Universitas Timika value a flexible learning approach that integrates the benefits of both in-person interaction and digital accessibility. The preference for blended learning indicates that students appreciate opportunities for direct engagement with instructors and peers while also valuing the convenience and autonomy offered by digital learning tools.

This trend reflects the global shift toward technology-enhanced and learner-centered education, especially in post-pandemic learning contexts. For many students, blended learning allows for self-paced study, access to multimedia materials, and continuous interaction through online platforms—all of which support the diverse learning needs of ESP learners. The relatively lower preference for fully online or traditional modes also suggests that while students recognize the importance of digital technology, they still consider human interaction and classroom-based communication practice essential for mastering language skills. Therefore, the findings highlight the need for ESP course designs at Universitas Timika to adopt hybrid pedagogical models that balance digital innovation with face-to-face communicative practice, ensuring both accessibility and authenticity in learning experiences.

1. Bagaimana gaya belajar yang paling efektif bagi Anda?
41 jawaban

● Belajar secara visual (melihat gambar/video)
● Belajar secara auditori (mendengarkan audio)
● Belajar secara kinestetik (melakukan kegiatan/praktik langsung)
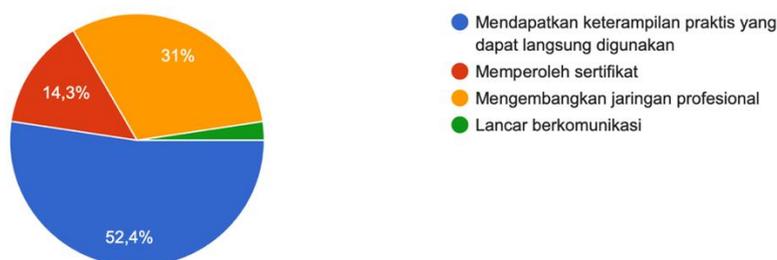
As presented in the diagram above, the majority of respondents (65.9%) reported that kinaesthetic learning, or learning through physical activity and hands-

on practice, was the most effective learning style for them. This preference suggests that students at Universitas Timika tend to learn best by doing rather than observing, emphasizing active engagement and practical experience. Meanwhile, 26.8% of the respondents preferred visual learning, which involves understanding through the use of images, videos, and other visual materials. Only a small proportion of respondents preferred auditory learning (7.3%), or learning by listening to spoken input such as lectures, discussions, or audio materials.

These findings indicate that most learners favor experiential and participatory learning methods, which are consistent with the communicative and task-based approaches commonly used in English for Specific Purposes (ESP) pedagogy. The dominance of kinaesthetic and visual preferences highlights the importance of designing ESP courses that incorporate interactive classroom activities, such as simulations, role plays, and project-based tasks, as well as visual aids like infographics and video-based materials. Such approaches not only accommodate learners' preferred styles but also foster deeper language retention and practical skill application. Therefore, integrating multiple learning modalities—particularly kinaesthetic and visual elements—will ensure that ESP instruction at Universitas Timika remains engaging, learner-centered, and effective for a diverse group of students.

1. Apa harapan Anda dari kursus Bahasa Inggris spesifik ini?
42 jawaban

- Mendapatkan keterampilan praktis yang dapat langsung digunakan
- Memperoleh sertifikat
- Mengembangkan jaringan profesional
- Lancar berkomunikasi

The diagram above illustrates respondents' expectations regarding their participation in an English for Specific Purposes (ESP) course. The majority of respondents (52.4%) indicated that their main expectation was to gain practical skills that can be immediately applied in real-life situations. This demonstrates that most learners desire a functional and applicable approach to language learning, emphasizing communication and task performance rather than theoretical knowledge. Additionally, 31% of respondents expected the ESP course to help them develop professional networks, suggesting that learners view English proficiency not only as a linguistic tool but also as a means of building relationships and expanding career opportunities. Meanwhile, 14.3% of respondents expected to obtain a certificate, showing that while formal recognition remains a motivation, it is not the primary goal for most participants. A small portion of respondents expressed an interest in improving fluency in communication, further emphasizing the practical and communicative orientation of learner expectations.

These findings suggest that students at Universitas Timika prioritize skill-based and experiential learning outcomes that directly enhance their employability and professional competence. The preference for practical learning indicates a

strong alignment with the core philosophy of ESP, which focuses on equipping learners with the specific language competencies needed to function effectively in their target professional contexts. The prominence of professional networking expectations also reflects the changing perception of English as a social capital—a bridge to broader professional engagement and global interaction. Therefore, ESP program design should incorporate task-based, project-driven activities that simulate workplace communication, such as report writing, meetings, and client interactions, while also facilitating collaborative learning to foster both language development and professional connection-building.

Discussion

The findings from the question *"Why do you want to learn English?"* reveal that learners at Universitas Timika exhibit diverse motivations for learning English primarily for personal, academic, and employment purposes. This aligns with the central principle of English for Specific Purposes (ESP), which emphasizes that language instruction should be grounded in learners' specific needs, goals, and contexts (Hutchinson & Waters, 1987). The predominance of personal motivation (52.4%) suggests that learners perceive English as a tool for self-development and intercultural communication, which supports (Dudley-Evans & St John's, 1998) argument that ESP instruction should address both instrumental and integrative motivations. These motivations reflect a growing recognition of English as a global lingua franca that connects individuals across cultural and disciplinary boundaries (Seidlhofer, 2011).

Furthermore, the strong academic motivation (47.6%) observed among respondents highlights the perceived value of English as a gateway to higher education and scholarly engagement. As (Hyland, 2006) notes, academic English competence enables learners to access international literature, publish research, and participate in global academic discourse. In this sense, the findings reinforce the notion that ESP courses at universities should integrate English for Academic Purposes (EAP) components that focus on reading academic texts, writing research papers, and presenting scholarly ideas effectively. This is consistent with the findings of (Rahman, 2015), who reported that students in higher education often view English proficiency as essential for academic success and global competitiveness. Therefore, the data suggest that curriculum designers at Universitas Timika should strengthen the academic dimension of English learning by aligning course materials with students' fields of study and academic expectations.

The employment-related motivation (42.9%) also underscores the relevance of English for Occupational Purposes (EOP) within the local context. Many respondents associated English proficiency with improved career prospects, employability, and workplace communication—an observation that echoes (Basturkmen, 2010) argument that ESP courses must reflect professional realities and prepare learners for workplace demands. In regions such as Timika, where local industries (e.g., mining, tourism, and communication) are expanding, English has become a crucial competency for economic participation and professional advancement. Studies by (Belcher, 2012; Sifakis, 2019) further affirm that context-sensitive ESP programs—those that integrate authentic workplace scenarios—lead to higher learner engagement and practical outcomes.

The finding on the question about what context they most frequently use English indicates that most respondents (57.1%) use English primarily in social media and internet contexts highlights the increasing role of informal digital environments in language exposure and use. This reflects the transformation of English learning from classroom-centered activities to more autonomous, technology-mediated learning processes. As (Lee & Dressman, 2018) found, learners who engage in Informal Digital Learning of English (IDLE) through online platforms such as YouTube, Instagram, or Facebook tend to develop pragmatic competence, authentic vocabulary, and confidence in real-world communication. In the context of English for Specific Purposes (ESP), such informal engagement provides an important linguistic foundation that can be harnessed for developing communicative competence aligned with learners' professional and academic goals (Basturkmen, 2010; Hutchinson & Waters, 1987).

The equal proportion of respondents (38.1%) using English in workplace and academic contexts underscores the dual significance of English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) within the Timika context. As (Hyland, 2006) emphasizes, EAP focuses on the communicative demands of academia such as academic writing, presentations, and research dissemination while EOP addresses professional needs like workplace communication, technical documentation, and intercultural teamwork. The data suggest that learners at Universitas Timika navigate both academic and professional spheres where English proficiency is increasingly expected. Therefore, ESP instruction should integrate both domains, ensuring that students can transfer their classroom-acquired language skills to professional environments relevant to their future careers (Anthony, 2018; Dudley-Evans & St John, 1998).

Moreover, the dominance of online contexts over formal settings points to a contextual gap between learners' informal English practices and the structured demands of ESP learning. (Sundqvist & Sylvén, 2016) argue that while online exposure enhances vocabulary acquisition and listening fluency, it may not automatically lead to the development of specialized discourse skills required in academic or occupational communication. This gap suggests the need for pedagogical mediation, where instructors design ESP materials that connect students' online English use with professional and academic language tasks. For instance, incorporating authentic online texts, emails, or digital communication scenarios into ESP syllabi could help bridge the divide between informal competence and formal proficiency (Belcher, 2012; Widodo, 2016a).

For the question *"What is your main goal for learning English in professional/specific context?",* the predominance of respondents (78.6%) identifying spoken communication as their main goal for learning English reveals that learners at Universitas Timika prioritize oral proficiency and interactional competence as key components of their professional development. This finding reflects one of the central aims of English for Specific Purposes (ESP), which emphasizes the development of communicative competence tailored to learners' specific contexts (Hutchinson & Waters, 1987). In many professional and academic settings, particularly in Indonesia, the ability to speak English effectively is regarded as a gateway to career advancement, international collaboration, and self-expression (Widodo, 2016a). This tendency toward oral communication supports (Basturkmen's,

2010) view that ESP learners often value fluency and pragmatic appropriateness over grammatical accuracy, as they are more concerned with real-time communication needs in their workplaces or academic environments.

The second-highest response, improving public speaking skills (35.7%), further underscores the role of English as a performance and leadership language. Public speaking, presentations, and seminars are crucial forms of professional discourse that require rhetorical awareness and confidence in linguistic delivery (Hyland, 2006). Learners' emphasis on this skill suggests that ESP courses at Universitas Timika should integrate presentation-based learning, simulation tasks, and persuasive speaking modules, enabling students to articulate ideas effectively in public and professional forums. This is in line with (Belcher, 2012), who advocates for ESP programs that combine authentic performance tasks with reflective practice, allowing learners to internalize both linguistic and strategic aspects of communication.

Additionally, the smaller yet significant portion of respondents (23.8%) who selected understanding technical literature and 19% who chose improving formal writing indicate awareness of the importance of academic and professional literacy. These learners recognize that written communication remains a fundamental skill in specialized contexts such as research publication, business correspondence, and technical documentation. According to (Anthony, 2018; Hyland, 2006), integrating English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) components within ESP instruction ensures that learners gain not only speaking fluency but also the ability to comprehend and produce field-specific written texts. The relatively lower emphasis on writing among respondents, however, may reflect limited exposure to formal writing tasks or a perceived lack of immediate relevance compared to oral communication.

The finding that 88.1% of respondents have previously studied English indicates that most learners at Universitas Timika possess a foundational awareness of the language. This high level of prior exposure provides a strong platform for implementing English for Specific Purposes (ESP) programs, which build upon existing linguistic knowledge to develop specialized communicative skills. According to (Hutchinson & Waters, 1987), ESP assumes that learners already have some level of general English proficiency and focuses on tailoring instruction to meet their specific professional or academic needs. Thus, the presence of students who have studied English before suggests that they are ready for a more targeted approach, where learning outcomes are aligned with contextual and occupational goals rather than generic linguistic competence.

The data showing that 63.4% of respondents learned English in school reveals that formal education remains the main source of language exposure in the Timika region. However, the predominance of school-based learning also highlights potential limitations in curriculum relevance and communicative focus. As (Widodo, 2016b) points out, English instruction in Indonesian schools tends to emphasize grammar and reading comprehension rather than communicative fluency or professional application. This finding suggests that while students possess theoretical knowledge of English, they may lack the situational fluency and contextual vocabulary required for specialized communication. Therefore, ESP programs at Universitas Timika must move beyond general English

instruction and emphasize authentic language use in professional, academic, and intercultural contexts.

The responses indicating that 34.1% of learners attended private English courses and 31.7% engaged in self-taught learning reflect the increasing role of autonomous and informal language learning in the local context. These learners often pursue English outside formal education due to personal motivation or a desire to improve employability, supporting (Rahman's, 2015) claim that modern ESP learners are highly self-directed and outcome-oriented. Moreover, the trend toward independent and technology-assisted learning resonates with (Lee & Dressman, 2018) findings on Informal Digital Learning of English (IDLE), where learners use online resources such as YouTube, social media, and digital applications to improve their communicative competence. This shift toward informal learning suggests that ESP course design should integrate digital literacy and self-access components, bridging formal instruction with learners' real-world language use practices.

The findings indicating that most respondents rated themselves as intermediate users (43.9%), followed by beginners (39%) and a smaller number of advanced learners (19.5%), reveal the diverse linguistic backgrounds of students at Universitas Timika. This distribution underscores the importance of needs-based instruction in English for Specific Purposes (ESP), where teaching must begin from learners' existing proficiency levels and move toward their professional or academic goals. As (Hutchinson & Waters, 1987) argue, ESP is an approach centered on identifying what learners already know and what they need to learn for specific communicative situations. The presence of a large intermediate group suggests that learners possess a sufficient general English foundation but still require structured support in developing context-specific skills such as academic writing, workplace communication, or technical vocabulary. Conversely, the considerable proportion of beginners highlights the necessity for scaffolded learning that bridges general English with the specialized demands of ESP.

These results align with (Basturkmen's, 2010) observation that ESP courses should be adaptive and flexible, accommodating varying proficiency levels through differentiated tasks and authentic materials. Moreover, (Hyland, 2006) emphasizes that developing professional communicative competence requires continuous exposure to discipline-specific discourse, allowing learners to progress from general fluency to specialized expertise. In the Indonesian context, (Widodo, 2016b) also notes that language education often emphasizes form-focused learning rather than practical communicative use. Therefore, an ESP program at Universitas Timika should integrate task-based, contextualized learning to enhance both linguistic competence and professional communication. By aligning instruction with learners' self-assessed proficiency and communicative needs, the program can foster gradual, meaningful advancement toward workplace and academic English proficiency.

Furthermore, the finding that an overwhelming 90.5% of respondents identified speaking as the most important English skill indicates a strong orientation toward communicative and performance-based learning goals among students at Universitas Timika. This reflects the growing recognition of English as a tool for real-time interaction and practical communication, rather than solely for academic or written purposes. In the framework of English for Specific Purposes (ESP), such

preferences align with the principle that instruction should be needs-driven and context-specific, emphasizing the skills most relevant to learners' target situations (Hutchinson & Waters, 1987).For Timika students many of whom aim to use English in professional or public domains oral proficiency becomes essential for tasks such as presentations, meetings, interviews, and workplace interactions. This finding resonates with (Basturkmen's, 2010) assertion that ESP instruction must move beyond traditional grammar-oriented methods and instead cultivate functional communication tailored to specific professional contexts.

Moreover, the dominance of speaking as the priority skill supports(Hyland's, 2006) argument that language learning for academic and professional purposes should focus on communicative competence within discourse communities. In the Indonesian context, however, (Widodo, 2016a) notes that English education often remains form-focused, with limited opportunities for spoken practice in authentic contexts. Therefore, this result highlights the urgent need for ESP programs that integrate oral communication training, such as simulations, project-based speaking activities, and industry-specific role-plays. Embedding these communicative strategies into the ESP curriculum at Universitas Timika can bridge the gap between students' linguistic proficiency and their real-world communicative demands, ultimately fostering greater confidence, employability, and intercultural competence.

Based on the data for the question *"In what situation do you have the most difficulty using English?"*, the finding that speaking with colleagues or clients (28.6%) was identified as the most difficult skill highlights the ongoing challenges learners face in achieving practical communicative competence, which is central to English for Specific Purposes (ESP). According to (Hutchinson & Waters, 1987), ESP learners require targeted instruction that directly addresses the communicative demands of their academic or professional contexts. The fact that students at Universitas Timika find interactive communication most challenging suggests a gap between classroom-based learning and real-world language use. This difficulty may also stem from limited exposure to authentic speaking opportunities and a lack of confidence in spontaneous communication. (Basturkmen, 2010) emphasizes that ESP courses should not only teach linguistic accuracy but also build learners' ability to function effectively in specific discourse communities, such as professional meetings or client interactions. Therefore, developing task-based speaking modules including simulations, role plays, and collaborative projects can bridge the gap between formal study and authentic communication.

The respondents' difficulties in listening to English presentations and reading academic materials (23.8%), along with challenges in writing formal reports (16.7%), further indicate the need for integrated-skill instruction. (Hyland, 2006) stresses that reading, writing, and listening are essential components of disciplinary literacy, which enable learners to engage meaningfully with academic and professional texts. In the Indonesian context, (Widodo, 2016a) notes that English curricula often focus on grammar and vocabulary rather than contextualized skills application. Consequently, ESP programs at Universitas Timika should prioritize contextualized, content-based learning that links listening and reading comprehension with productive communication tasks. Such an approach will better equip learners to interpret,

discuss, and produce specialized discourse relevant to their fields of study or employment.

Moreover the analysis of the finding reveals that 35% of respondents expressed interest in English for Business, followed by 15% each for engineering and Tourism, highlights the growing recognition of English as a key skill for economic participation and professional advancement in Timika. This aligns with (Hutchinson & Waters, 1987) central premise that English for Specific Purposes (ESP) must be designed around learners' immediate and future occupational needs. Learners' preferences for business and technical English suggest that they associate English competence with employability and professional mobility, particularly in sectors vital to the local economy such as trade, industry, and tourism. Similarly, (Basturkmen, 2010) notes that ESP programs should reflect learners' target discourse communities by focusing on authentic communication tasks, terminology, and genres relevant to their specific fields. Thus, an ESP curriculum at Universitas Timika should not adopt a "one-size-fits-all" approach but rather provide discipline-specific modules that mirror real-world professional communication.

The demand for ESP in tourism and medicine, though smaller in percentage, is equally significant as it reflects Timika's emerging professional diversity and regional development. These findings support (Widodo's, 2016a) argument that ESP in Indonesia must be contextually grounded, incorporating local social, cultural, and economic realities. Moreover, (Hyland, 2006) emphasizes that specialized English instruction promotes learners' disciplinary identity and communicative competence within their chosen professions. Therefore, designing ESP courses for Universitas Timika students should integrate contextualized vocabulary, intercultural communication, and project-based learning tied to the local workforce. Such contextual responsiveness ensures that English learning contributes not only to individual career development but also to broader community empowerment and regional growth.

The finding that more than half of the respondents (53.7%) preferred blended learning, which integrates online and face-to-face instruction, highlights a growing shift in ESP pedagogy toward flexible and technology-mediated learning environments. This preference reflects learners' desire to balance digital accessibility with in-person communication, aligning with (Hutchinson & Waters, 1987) view that ESP should be learner-centered and responsive to the learning context. The combination of digital autonomy and classroom interaction supports both linguistic input and communicative output, allowing learners to practice professional English skills in authentic, multimodal settings. As (Basturkmen, 2010) emphasizes, ESP instruction must provide opportunities for learners to engage with real-world discourse while adapting to evolving educational technologies. Therefore, adopting a blended format in Universitas Timika's ESP program could enhance learners' engagement, flexibility, and motivation by merging structured classroom learning with online collaboration and independent study.

Furthermore, the moderate preference for fully online learning (36.6%) and the lower preference for face-to-face formats (9.8%) suggest that students increasingly value digital tools but still rely on interpersonal interaction for communicative competence. This aligns with (Hyland, 2006) assertion that professional and academic communication requires social negotiation and

contextual understanding, which are best developed through interactive practice. In the Indonesian context, (Widodo, 2016a) argues for integrating technology into ESP curricula to make learning more relevant, participatory, and sustainable. Therefore, implementing a blended ESP model at Universitas Timika would be a pedagogically sound response to learners' preferences, combining contextual relevance, communicative practice, and digital innovation.

The finding that a majority of respondents (65.9%) preferred kinaesthetic learning underscores the importance of experiential and practice-oriented pedagogy in English for Specific Purposes (ESP). According to (Hutchinson & Waters, 1987) , ESP instruction should be learner-centered, focusing on how learners best acquire and use language for real-world purposes. The preference for kinaesthetic learning among Universitas Timika students indicates that they favor learning experiences that involve hands-on activities, such as simulations, role plays, or task-based exercises, which allow them to use English actively and meaningfully. This supports (Basturkmen's, 2010) assertion that ESP should emphasize authentic tasks that mirror professional communication contexts. Likewise, (Fleming & Mills, 1992) found that kinaesthetic learners benefit most from practical engagement and experimentation, suggesting that ESP programs in Timika would be more effective if they incorporate field-based, interactive, and project-oriented activities rather than relying solely on lecture-based instruction.

The secondary preference for visual learning (26.8%) and the minimal preference for auditory learning (7.3%) further emphasize the need for multi-modal instructional strategies that blend imagery, demonstration, and participation. (Hyland, 2006) argues that ESP teaching should integrate diverse learning resources that connect visual and practical dimensions of communication to students' disciplinary contexts. In Indonesia, (Widodo, 2016a) highlights the value of contextualized and active learning in motivating students and enhancing retention. Therefore, designing ESP courses at Universitas Timika that combine visual materials (videos, diagrams, and infographics) with kinaesthetic tasks (group projects, problem-solving simulations, and presentations) would cater to students' preferred learning styles while promoting the communicative competence necessary for academic and professional success.

The finding for the last question *"What are your expectation from this specific English course?",* the majority of respondents (52.4%) expected to gain practical and directly applicable skills aligns closely with the fundamental principles of English for Specific Purposes (ESP), which emphasize goal-oriented and learner-centered instruction. According to (Hutchinson & Waters, 1987) ESP should respond to learners' specific communicative needs by focusing on language use in authentic contexts. Learners' emphasis on practicality suggests a preference for functional language learning, where English is viewed as a tool for performing tasks relevant to their professions, such as report writing, negotiations, or workplace communication. Similarly, Basturkmen (2010) argues that ESP courses should provide opportunities for learners to use language meaningfully through simulations, case studies, and professional problem-solving. These findings affirm that ESP learners at Universitas Timika are not merely seeking theoretical understanding of English but are motivated by performance-based outcomes, reflecting a desire to become competent and confident English users in real-life work situations.

The secondary expectation of developing professional networks (31%) also demonstrates how learners perceive English as a social and economic resource that extends beyond the classroom. (Hyland, 2006) explains that specialized English competence contributes to the formation of professional identity and global participation within discourse communities. This corresponds with (Widodo's, 2016b) argument that ESP should integrate contextualized and collaborative learning to support both linguistic and professional growth. Furthermore, (Anthony, 2018) emphasizes that modern ESP pedagogy must encourage intercultural communication and employability skills to meet evolving workplace demands. Therefore, the ESP program at Universitas Timika should incorporate collaborative projects, internships, and networking-based activities, ensuring that learners not only master language use but also build the interpersonal and intercultural competencies essential for success in their professional domains.

CONCLUSION

This study confirms that Communication Science students at Timika University need ESP instruction that is tightly aligned with their academic trajectories and emerging professional roles. Triangulating questionnaires from students, lecturers, and stakeholders shows clear demand for discipline-based materials and skills with immediate transfer value to coursework, internships, and entry-level positions. Consistent with the broader findings reported earlier, students' English use is shaped by technology-mediated, informal domains yet their goals center on functional communicative competence especially speaking and public communication that must be refined for formal academic and workplace settings.

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