Exploring the English Needs of Students of International Relations Department at an Indonesian University Context

Teguh Hadi Saputro∗, Aninda Nidhommil Hima

English Language Education Department, Faculty of Teacher Training and
Education, Universitas Muhammadiyah Malang
Email: teguhhadisaputro@umm.ac.id.

Abstract. *This study on the needs analysis aimed at understanding the actual and immediate English needs of International Relations department (IRD) students at an Indonesia university. The adapted version of Ekici's (2003) and Mazdayasna and Tahririan's (2008) questionnaire was used as the main instrument of the study to explore the perception of 340 IRD students about their needs in learning English in the framework of English for Specific Purposes (ESP). These students consisted of sophomores, juniors and seniors. Their responses were analyzed statistically by calculating the mean, standard deviation and percentage of the response. This study also employed interviews as the instrument to further investigate the results of the questionnaire. Head of IRD, IRD lecturers and ESP lecturers were involved in the interview. The results revealed the list of perceived needs that were classified into three categories, namely strongly-perceived, less strongly-perceived and irrelevant needs. From the list, it could be learned that most of the IRD students' needs were associated with an expectation of being able to understand and use English during their undergraduate study. In other words, the ESP program in the particular university has to be in the form of EAP or ESAP so as to facilitate the students' needs. This recommendation had also been acknowledged and approved by the head of IRD and IRD lecturers as the content-related experts and the ESP lecturers as the language experts although a slight different view point about this matter is also identified.*

Key words: *International relations department, needs analysis, students' needs*

∗ Corresponding author

A. INTRODUCTION

Investigating learners' needs serves as the major stage prior to starting a language course in order to ensure that the implementation aspects of the language course would be proper in a way that they meet learners' needs. Basturkmen (2010), Hyland (2006) and Jordan (1995) point out that language curriculum, syllabus, teaching and learning, materials and assessment that draw on the result of needs analysis in their design and development process are likely to promote the effectiveness of the language course itself. In this regard, English for Specific Purposes (ESP) course which emphasizes the specific goals and objectives has to take into account of leaners' actual needs. Long (2005), thus, asserts that it is obligatory to conduct needs analysis in particularly English for Specific Purposes (ESP) course design and development.

Studies on exploring the English needs for an ESP program in higher education or university level has been conducted in several contexts as the growing interest of this particular research topic (Akyel & Ozek, 2010; Chostelidou, 2011; Ekici, 2003; Liu, Chang, Yang, & Sun, 2011; Mazdayasna & Tahririan, 2008; Sauzier-Uchida, 2009). Most of them attempt to investigate the students' immediate needs in terms of providing either a starting point of ESP curriculum or evaluation of an on-going ESP program across various majors or departments. It is essential to eventually learn the actual and immediate needs of the students as they are able to provide a more effective and relevant ESP program which gives more learning opportunities for the ESP students themselves (Basturkmen, 2010; Crabbe, 2007; Nation & Macalister, 2010). Various data collection techniques have been carried out to elicit the needs both qualitatively and quantitatively. Long (2005) suggests several instruments to reveal the needs of the students, such as interview, questionnaire, document analysis and many more. It also recommends using more than one instrument so as to provide triangulation to result in a more exhaustive understanding of the needs.

Most of previous studies on the need analysis in an ESP program at university level have informed lists of tasks, text genres, language items, discourse and topics related to the respective target situation (Aliakbari & Boghayeri, 2014; Kazar & Mede, 2015; Mazdayasna & Tahririan, 2008). These lists derive mostly from the students, graduates, ESP instructors and content-related lecturers. They usually give direct suggestions to the ESP program designers or developer in the particular university context for the curriculum improvement either in the case of starting or evaluating it.

With regard to above description, a particular International Relations Department (IRD) at a university in Indonesia has raised their concerns on the effectiveness of the ESP program held the university language center. The concerns were recorded during the preliminary study. The main concern was the IRD students' incapability to follow some content-related courses with English as the medium instruction even after they finished their ESP program in their first-year. The students seemed to struggle very hard to cope with the IRD lecturers' explanation in English and the learning resources written in English. This preliminary study also reported that a formal needs analysis for the ESP program had not been carried out by the university language center. It was likely that the language center's curriculum designers and developers worked on the IRD students' English needs based on their prediction or assumption as the language experts. Therefore, this study aimed at revealing the actual and immediate needs of the IRD students so as to provide meaningful insight into the university language center's curriculum in the future.

In addition to the institutional urgency explained above, the present study also attempts to fill in the gap of the body of knowledge of the needs analysis literature. Almost none of the previous research was intended to explore the English needs of students of International Relations department or field. Further, Indonesian university context was also limitedly explored in the needs analysis

research area. Therefore, this current study is a response to both the institutional and wider urgency with regard to understanding the English needs of the IRD students. The research problem for this study is "What are the actual and immediate English needs of International Relations Department students?"

B. RESEARCH METHOD

Research Design

This current study employed a mixed-method design involving a large scale of questionnaire and small scale interviews. The questionnaires were distributed to two categories of participants (students) to obtain more exhaustive insights into the English needs of International Relations department (IRD) students. The participants were the sophomores, juniors and seniors of IRD who had taken English for Specific Purposes (ESP). The results of this questionnaire were further investigated by interviews with Head of IRD, lecturers of IRD and lecturers of English for Specific Purposes. The interviews served as a triangulation of the findings from the questionnaire and also provided deeper understanding of the needs.

Research Instrument

As stated earlier, the instruments were (1) questionnaires and (2) interviews. The questionnaire was adapted from the work of Mazdayasna & Tahririan (2008) and Ekici (2003) with some modifications to suit the context of the research setting. The questionnaire was designed on 4-point Likert scale and fell into four parts that are expected to explore the students' perception of their needs in terms of four language skills. With the total number of 43 items, it consisted of (1) 6 items for Listening, (2) 9 items for Speaking, (3) 14 items for Reading and (4) 14 items for writing. The questionnaire was distributed to the sophomores, juniors and seniors of IRD who had taken ESP in their first and second semester and also the graduates of IRD. The students and graduates filling out this questionnaire were given three or seven days to give the questionnaire back to the researchers. During

the time they filled out the questionnaire, they were encouraged to ask researchers through call, text or email in case they found difficulties in understanding statements on the questionnaire or any concerns they might have related to the questionnaire.

The other instrument used in this study was interviews. The interviews were conducted to (1) the Head of IRD, (2) two IRD lecturers who represented three sub majors or concentrations of expertise in IRD in the university so as to provide more comprehensive information and (3) three ESP lecturers from the university language center who were teaching IRD freshmen. The interviews followed semi-structured design in which the interview guideline was developed based mainly on the result of the questionnaire. Therefore, the interviews were a further investigation of whether the perceived needs obtained from the students and graduates of IRD matched with how the Head of IRD, IRD lecturers and ESP lecturers define the needs of IRD students so as to serve as the triangulation function. However, there might be possibility that the interviewees might have different ideas of what constitutes the IRD students' needs. In this case, all the results were presented as the findings of this study. In addition, the interview questions were highly associated with the students' needs within the framework of four language skills, namely listening, speaking, reading and writing. All the interviews were fully recorded and transcribed.

Research Setting and Participants
Research setting
The current study was carried out at an International Relations Department (IRD) of a private university in Malang, Indonesia. The IRD had 26 teaching staff that consisted of 23 Indonesian and the other three from overseas. The sub majors of this department were (1) East Asia, and (2) Middle East. Those sub majors were chosen and taken by the students were 756 students when the study was conducted. In terms of English for Specific Purposes (ESP) teaching, the

university language center was responsible to administer the teaching and learning process to all departments, including IRD. As other departments, the language center administered ESP only for IRD freshmen in their first and second semesters. The ESP was given within the framework of four language skills. *Reading Comprehension 1*, *Speaking 1* and *Listening Comprehension* were given in the first semester while in the second semester the IRD freshmen could take *Reading Comprehension 2*, *Speaking 2* and *Writing*. Language Center had more than 30 lecturers to administer ESP classes to all departments of the university. However, only 6 lecturers were assigned to teach ESP for IRD students.

Research Participants

The participants for this current study were (1) the sophomores, juniors and seniors of IRD, (2) the Head of IRD, (3) the lecturers of IRD and (4) the ESP lecturers.

The first participant was the students of the second, third and fourth year who filled out the questionnaire. The number of the students was 570 out of 756 students in total. However, only 340 students were willing to participate in this study as shown by the number of the returned questionnaires. These 340 students had been able to represent the sophomores, juniors and seniors.

The second participant was the Head of IRD. As this study was conducted, AK (pseudonym) had been in the position for about 4 years. Before taking the responsibility as the head, AK had been teaching in IRD for almost 7 years. This made him understand many aspects within the IRD context. Also, he was quite familiar with ESP run by the university language center. In this study, he was asked his perception of the needs of the students of IRD from the top management's point of view in a semi structured interview.

The perception of the needs was also obtained from two IRD lecturers. They were LK (pseudonym) and CK (pseudonym). Both of them had averagely 9 years of teaching experience in the IRD. They had master's degree in International Relations. These two lecturers were teaching IRD students, yet were claimed to be the teachers from different sub majors by the head also themselves. AK was known to be teaching students with the sub major of East Asia while CK taught in Middle East sub major. The semi-structured interview was employed to investigate what they believe as the students' needs.

The last participant was the ESP lecturers. Three ESP lecturers were interviewed to also explore their perspective on the IRD students' needs and to further investigate the results of the questionnaires. These lecturers taught IRD when the study was conducted. Only three out of six lecturers were chosen to be the interviewee as these three had more than two year teaching experience at the university language center while the other three were considered new. Also, they had master's degree relevant with the teaching of English as a foreign language. The pseudonyms for the lecturers were AB, BB and CB.

Data Analysis

As the questionnaire employed 4-point Likert scale, the number of response (from *very important* to *not important*) in each item of each part (listening, speaking, reading and writing) was calculated. Descriptive statistics which covered calculating the percentage, mean and standard deviation of each response were used to further analyze the data. In this regard, *very important*, *important*, *little of importance* and *not important* responses were scored 4, 3, 2 and 1 consecutively. Statistical Package for Social Science (SPSS) 20 was utilized for the overall calculation. The whole results, then, were interpreted to explore the target needs by also referring to relevant literature. Meanwhile, the results of the interviews were transcribed and coded in a way that information related to either the result of the questionnaire or the target needs of IRD students was taken. The overall

interpretation was presented qualitatively to eventually provide conclusion that had been triangulated with the results of the questionnaire.

C. FINDINGS AND DISCUSSION

Findings

The findings are presented in two sub-sections. The first sub-section is the results of the quantitative analysis of the questionnaire while the second one is the qualitative results of the interview transcription analysis.

The Results of the Questionnaire

The IRD students' (sophomores, juniors and seniors) perceptions of the English needs were interpreted from the results of tabulating and analyzing the responses of the questionnaire. Descriptive statistics which covered the calculation of percentages, means and standard deviations were performed and presented as the main source of the interpretation.

Table 1. Descriptive Statistics (Percentages, Means and Standard Deviations) of Perceived Target Needs of Listening Skill

Listening Items	Very Important	Important	Of Little Importance	No Important	Mean	SD
	Percentage (%) (Ss)					
listening to conversations on general topics	23.5	58.8	14.7	2.94	3.03	0.71
listening to lectures	12.9	23.5	61.8	1.76	2.48	0.74
listening to presentations in class	75.6	19.4	4.41	0.59	3.7	0.58
listening to English mass media	84.1	14.7	0.59	0.59	3.82	0.44
listening to instructions in real situations	1.47	1.47	82.4	14.7	1.9	0.46
listening to students, colleagues, clients or customers	22.1	25.3	23.5	29.1	2.4	1.12

From Table 1, it can be learned that almost all of the items in Listening were perceived to be somehow important by the participants as indicated by the means ranging from 1.9 to 3.82. However, from the results of the means and the percentage, the items could be classified into three item categories, namely the strongly perceived needs (as shown by mean of 3 or above and more than 50% of the participants with *very important* and *important* responses), less strongly perceived needs (which could be either taken or ignored as the needs to a certain extent as their means were between 2 to 2.99 and less or more than half of the participants found them *very important* and *important*) and not relevant needs (which could fully ignored as their means were lower than 2 and the response percentage were lower than 50%). The needs in the first category were *listening to English mass media* ($\bar{x}$=3.82; Ss=98.8), *listening to presentation in class* ($\bar{x}$=3.7; Ss=95) and *listening to conversations in general topics* ($\bar{x}$=3.03; Ss=82.3). Those belonged to the second category were *listening to lectures* ($\bar{x}$=2.48; Ss=36.4) and *listening to students, colleagues, clients or customers* ($\bar{x}$=2.4; Ss=47.4) while the irrelevant need was *listening to instructions in real situations* ($\bar{x}$=1.9; Ss=2.94).

For the Speaking items, as shown by Table 2, the means ranged from 1.82 to 3.94. Similar to the Listening needs, the needs in Speaking could also be put into three categories. The strongly perceived needs were *speaking at seminars, meetings and presentations* ($\bar{x}$=3.94; Ss=99.69), *talking with native speakers* ($\bar{x}$=3.87; Ss=97.08), *talking with non-native speakers* ($\bar{x}$=3.37; Ss=80.9), *asking and answering questions in seminars* ($\bar{x}$=3.28; Ss=82.4) and *participating in academic discussions* ($\bar{x}$=3.26; Ss=86.5). Meanwhile, in the second category there were *talking with professionals in real situations* ($\bar{x}$=2.74; Ss=51.5), *asking and answering questions in class* ($\bar{x}$=2.43; Ss=48.8) and *talking with lecturers, students and clients or customers* ($\bar{x}$=2.12; Ss=23.52). Lastly, the irrelevant need was *talking in daily life and social setting* ($\bar{x}$=1.82; Ss=2.65).

Table 2. Descriptive Statistics (Percentages, Means and Standard Deviations) of Perceived Target Needs of Speaking Skill

Speaking Items	Very Important	Important	Of Little Importance	No Important	Mean	SD
	Percentage (%) (Ss)					
talking with native speakers	91.2	5.88	1.47	1.47	3.87	0.48
talking with non-native speakers	58.8	22.1	16.2	2.94	3.37	0.86
talking in daily life and social setting	1.18	1.47	75.3	22.1	1.82	0.5
participating in academic discussions	44.1	42.4	8.82	4.71	3.26	0.81
speaking at seminars, meetings and presentations	94.1	5.59	0.29	0	3.94	0.25
asking and answering questions in class	23.5	25.3	22.1	29.1	2.43	1.14
asking and answering questions in seminars	51.8	30.6	11.8	5.88	3.28	0.89
talking with professionals in real situations	29.4	22.1	41.2	7.35	2.74	0.96
talking with lecturers, students and clients or customers	8.82	14.7	55.9	20.6	2.12	0.83

As for the Reading items in Table 3 with the range of means of 1.08 to 4, the first-category needs were *reading specialized textbooks / academic texts* ($\overline{x}$=4; Ss=100), *reading journals* ($\overline{x}$=3.97; Ss=100), *reading specialized reports* ($\overline{x}$=3.85; Ss=99.7), *reading business letters* ($\overline{x}$=3.57; Ss=90), *reading newspaper* ($\overline{x}$=3.54; Ss=96.7), *reading legal documents* ($\overline{x}$=3.46; Ss=88.5) and *reading texts on the internet* ($\overline{x}$=3.16; Ss=80.3). The second-category ones were *reading instructions* ($\overline{x}$=2.59; Ss=50.3) and *reading magazines* ($\overline{x}$=2.13; Ss=12.35) while the third or irrelevant ones were *reading email message* ($\overline{x}$=1.91; Ss=3.82), *reading leaflets* ($\overline{x}$=1.6; Ss=6.76), *reading user manuals* ($\overline{x}$=1.59; Ss=2.94), *reading dictionary entries* ($\overline{x}$=1.14; Ss=1.76) and *reading brochure* ($\overline{x}$=1.08; Ss=0).

Table 3. Descriptive Statistics (Percentages, Means and Standard Deviations) of Perceived Target Needs of Reading Skill

Reading Items	Very Important	Important	Of Little Importance	No Important	Mean	SD
	Percentage (%) (Ss)					
reading specialized textbooks / academic texts	99.7	0.29	0	0	4	0.05
reading business letters	67.9	22.1	8.82	1.18	3.57	0.7
reading email message	2.35	1.47	81.5	14.7	1.91	0.5
reading legal documents	59.1	29.4	10	1.47	3.46	0.73
reading user manuals	0.59	2.35	52.1	45	1.59	0.57
reading newspaper	57.9	38.8	2.94	0.29	3.54	0.57
reading magazines	3.53	8.82	85	2.65	2.13	0.49
reading brochure	0	0	7.94	92.1	1.08	0.27
reading dictionary entries	0	1.76	10	88.2	1.14	0.39
reading leaflets	0	6.76	46.2	47.1	1.6	0.61
reading journals	97.4	2.65	0	0	3.97	0.16
reading specialized reports	85	14.7	0.29	0	3.85	0.37
reading texts on the Internet	44.1	36.2	11.8	7.94	3.16	0.92
reading instructions	29.1	21.2	29.1	20.6	2.59	1.11

Finally, Table 4 shows the descriptive statistics for items in Writing. The means ranged from 1.76 to 3.84. For the strongly perceived needs, the items were *writing email message* ($\overline{x}$=3.84; Ss=93.27), *writing reports* ($\overline{x}$=3.71; Ss=91.22), *writing article for newspaper* ($\overline{x}$=3.63; Ss=92.6), *writing legal documents* ($\overline{x}$=3.31; Ss=77.9), *writing a paper for oral presentation* ($\overline{x}$=3.3; Ss=93.2) and *writing business letters* ($\overline{x}$=3.06; Ss=68.5). Meanwhile, for the less strongly perceived needs were *writing articles for journals* ($\overline{x}$=2.76; Ss=52.7), *writing instructions* ($\overline{x}$=2.61; Ss=52.7), *writing article for magazines* ($\overline{x}$=2.48; Ss=48.8) and *taking notes from textbooks* ($\overline{x}$=2.4; Ss=44.2). As for the third category, the irrelevant ones were *taking lecture notes* ($\overline{x}$=1.96; Ss=5), *writing brochure* ($\overline{x}$=1.8; Ss=2.94) and *writing user manuals* ($\overline{x}$=1.76; Ss=7.35).

Table 4. Descriptive Statistics (Percentages, Means and Standard Deviations) of Perceived Target Needs of Writing Skill

Writing Items	Very Important	Important	Of Little Importance	No Important	Mean	SD
	Percentage (%) (Ss)					
taking lecture notes	0.59	4.41	85.3	9.71	1.96	0.4
taking notes from textbooks	22.1	22.1	29.4	26.5	2.4	1.1
writing business letters	45.6	22.9	22.9	8.53	3.06	1.01
writing email message	91.8	1.47	5.88	0.88	3.84	0.55
writing legal documents	55	22.9	20.6	1.47	3.31	0.85
writing user manuals	2.94	4.41	57.9	34.7	1.76	0.67
writing article for newspaper	73.5	19.1	4.41	2.94	3.63	0.71
writing article for magazines	25	23.8	25	26.2	2.48	1.13
writing brochure	2.06	0.88	72.1	25	1.8	0.55
making leaflets	0	12.6	81.8	5.59	2.07	0.42
writing a paper for oral presentation	40.3	52.9	2.94	3.82	3.3	0.71
writing articles for journals	26.5	26.2	44.1	3.24	2.76	0.88
writing reports	82.4	8.82	5.88	2.94	3.71	0.71
writing instructions	26.2	26.5	29.4	17.9	2.61	1.06

Table 5. Summary of the Perceived Needs in Three Categories

Skills	Category 1 (Strongly Perceived Needs)	Category 2 (Less Strongly Perceived Needs)	Category 3 (Irrelevant Needs)
Listening	• listening to English mass media • listening to presentation in class • listening to conversations in general topics	• listening to lectures • listening to students, colleagues, clients or customers	• listening to instructions in real situations
Speaking	• speaking at seminars, meetings and presentations • talking with native speakers • talking with non-native speakers • asking and answering questions in seminars • participating in academic discussions	• talking with professionals in real situations • asking and answering questions in class • talking with lecturers, students and clients or customers	• talking in daily life and social setting
Reading	• reading specialized textbooks / academic texts • reading journals • reading specialized reports • reading business letters • reading newspaper • reading legal documents • reading texts on the internet	• reading instructions • reading magazines	• reading email message • reading leaflets • reading user manuals • reading dictionary entries • reading brochure
Writing	• writing email message • writing reports • writing article for newspaper • writing legal documents • writing a paper for oral presentation • writing business letters	• writing articles for journals • writing instructions • writing article for magazines • taking notes from textbooks	• taking lecture notes • writing brochure writing user manuals

The Results of the Interview

The semi-structured interviews were conducted to six interviews after the questionnaire had been analyzed. The interviews fell mainly into three areas,

namely (1) the expectation of English for Specific Purposes (ESP) for International Relations Department (IRD) students, (2) their thoughts about the results of the questionnaire and (3) possible thoughts about the IRD students' needs out of the results of questionnaire.

For the first point, the expectations of ESP for the IRD students were divided into academic needs and professional needs. The academic needs were defined as preparing the IRD freshmen to cope with English during their study in the university. In other words, ESP was expected to equip IRD students with English skill to survive their study, involving classroom or out of classroom activities, until they graduate from the university. This expectation was stated by the head of department and also IRD lecturers.

"ESP in our university has to make students capable of using English in their next semesters so our (lecturers) sources from international texts or journals can be read by the students" (Head of Department/AK)

"I know that IRD students' speaking skills are somehow better than students from other departments in this university, but when they deal with specific content, they seem to struggle." (IRD Lecturer/CK)

Meanwhile, the professional needs were mostly stated by ESP lecturers. They claimed that ESP mainly focused on preparing students to face their professional life in the future, such as a life of an ambassador or any other relevant professions to international relations. Further, IRD students were expected to have high skill of communication in English as, according to these lecturers, it was an essential skill for IRD students.

"They (IRD students) are likely to be an ambassador or those professions that require them to talk in English. So, ESP attempts to facilitate the learning of this kind of needs." (ESP Lecturer/BB)

"What I know is that ESP is related to the department's specific needs. IRD graduates will be working in a place that has something to do with skills of making treaty, negotiation and etc." (ESP Lecturer/CB)

As for the second point, most of the interviewees agreed on the results of the questionnaires. For the head of department and IRD lecturers, their agreement was based on the facts that the results of the questionnaire suggested English for Academic Purposes (EAP) setting. They added that those skills would be able to facilitate the leaning of IRD students in the next semesters. Meanwhile, the three ESP lecturers responded to the results of the questionnaire in a little different way. It seemed to be out of their expectation that the questionnaire result suggested more academic needs than the professional ones. However, at the end, they realized that the language center needed to know this so as to provide more EAP to the IRD students.

"I think if the result was used for the university to design their ESP for our department, it would help our students to prepare their next classes after they finished ESP in the first year." (IRD Lecturer/LK)

"The results were EAP, right? I totally agree with this. In my opinion, the students gave you (the researchers) answers based on what they needed to face after taking ESP in the first year." (Head of Department/AK)

"Honestly, it was not what I am expecting. It is more like an EAP class, I guess. But, yeah, this is the results so my unit (language center) and I need to adjust ourselves." (ESP Lecturer/AB)

For the last point, only the head of department gave a little concern on the result of questionnaire. He was wondering why most of the students did not consider writing journal as an obvious need as he evaluated that most of the students' research paper were good in terms of the content, but poor in terms of the language (English). Most of their work was worth publishing, even for international publication, from the content view point. However, the language problem in journal writing made all of the work could only be published locally.

He stated the importance of upgrading the quality of the students' research publication by sending their paper to international journal publishers.

"Just a concern I want to say here. I do not understand why the writing journal is in the third column. I personally think that this is important. My students' research work was good but not that good if they want to publish their work internationally." (Head of Department/AK)

Discussion

This study on the English needs of International Relations Department (IRD) students revealed the list of needs covering listening, speaking, reading and writing skills and the confirmation of the head of IRD, IRD lecturers and English for Specific Purposes (ESP) lecturers. From the results of the descriptive statistics on the questionnaires, it can be learned that the needs of IRD students were associated with the academic needs. In this regard, English for Specific Academic Purposes (ESAP) as suggested by Basturkmen (2010) seems to provide the most appropriate design of ESP for the IRD students. ESAP, which is the sub-category of English for Academic Purposes (EAP), has been suggested to ESP teaching in the university level in countries in which English is spoken as a foreign language (Eslami, 2010; Rostami & Zafarghandi, 2014). In the context of the current study, ESAP even provides more relevance to the ESP teaching as ESP courses are given to the freshmen of IRD students. Therefore, it is plausible to assume that the ESP teaching is intended to equip students' English skills in facing their academic challenges related to English in their coming years until they finish their study. This concept of understanding the immediate needs in the ESP teaching given in the first year is then strengthened by the findings of the current study.

There has also been an interesting fact found in this study in terms of how the immediate needs were interpreted. As stated previously, a slight different perspective on the expectations of ESP teaching outcome was recorded during the interview. The head of IRD and the IRD lecturers' expectation was evidently

academic while the ESP lecturers' was more professional. In this case, Long (2005) has identified the difference as a common phenomenon in needs analysis. Both the head of department and the IRD lecturers are categorized as the content expert while the ESP lecturers were the language expert. As they have different expertise, it is essential that they both could discuss and find a way to some synchronize their thoughts to come to an agreement of the immediate needs (Hyland, 2006; Jordan, 1995; Richard, 2001). With regard to the agreement, these two experts somehow define the immediate needs as the academic needs. It is in line with the theory suggesting that when the information from the two experts are contradictory, the content experts' thoughts or opinions should be prioritized (Basturkmen, 2010; Chostelidou, 2010; Long, 2005).

Despite the overall generalization of the academic needs of the IRD students, it is interesting to find general English need be listed as one of the items in the column of strongly-perceived needs. Based on the listening items of the questionnaire, the item of *listening to conversations in general topic* was in the strongly-perceived-needs column. This particular finding is unique in a way that it somehow deviates from the pattern of the findings in general. *Listening to conversations in general topic* is definitely the need which is relevant to English for General Purposes (EGP). The explanation of this deviation is likely related to role of the input that EGP materials can provide for the students. Some previous research has shown that some students feel that an EGP class is favourable and needed before they engaged in a more demanding ESP class (Izidi & Zitouni, 2017; Rostami & Zafarghandi, 2014; Sauzier-Uchida, 2009). This means that most of the IRD students seem to see the importance of bringing up the EGP materials, particularly in listening class, as the input that scaffolds them to an ESP or ESAP class. This is common in a sense that L2 learners tend to favor a language class with more scaffolds whenever they perceive a certain class to be difficult or demanding (Ellis, 2003; Nation & Macalister, 2010).

The last point to be discussed in this section was the importance of teaching relevant academic journals for ESP or EAP students. Using the journal articles as one of the materials in ESP or EAP have been shown to be perceived important by most of university students for their ESP or EAP class or program (Aliakbari & Boghayeri, 2014; Kazar & Mede, 2015). As for the IRD students, it makes sense as their subjects of learning deal mainly with international context which means that most or their learning resources are likely to be written in English. In this case, journal article is one of reliable and up-to-date learning resources for the particular purpose of learning. However, the findings of the current study revealed that reading journal articles is deemed more urgent than writing ones by the IRD students. Although the head of IRD argued that both reading and writing journal articles were equally important, it was not the case for the students. It is somehow understandable as to write a journal article is more difficult for the L2 learners than to read it. The former is an input-based task while the latter is an output-based one. To be able to write any kind of text, learners should be familiar with the text itself by reading it (Nation, 2008; Richard, 2001). In this regard, the IRD students might feel that writing journal article is a very difficult task for them to be accomplished during their first year study. However, they find it necessary to be able to access the journal article by reading it.

D. CONCLUSION AND SUGGESTION

Conclusion

The results of the questionnaire and interviews used in this study has informed the list of perceived needs that were classified into three categories, namely strongly-perceived, less strongly-perceived and irrelevant needs. From the list, it can be learned that most of the IRD students' needs are associated with an expectation of being able to understand and use English during their undergraduate study. In other words, the ESP program in the particular university has to be in the form of EAP or ESAP so as to facilitate the students' needs in learning English as revealed in the study. This recommendation has also been acknowledged and

approved by the head of department and IRD lecturers as the content-related experts and the ESP lecturers as the language experts although a slight different view point about this matter is also identified.

Suggestion

The findings and discussions of the present study are expected to provide recommendation to the improvement of the ESP program for International Relations departments at the university where the study was conducted. Also, they are expected to contribute to the richness of the needs analysis body of knowledge, particularly in exploring the needs of students in the field of International Relations. Lastly, some points in the discussion can be taken as recommendation for further studies. In this case, the future researchers are suggested to work on (1) deep investigation of how Indonesian students perceive English for General Purpose as compared to English for Academic or Specific purpose and (2) effectiveness of teaching journal article in English for Academic Purposes in Indonesian university context.

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