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English for Political Sciences: The Need Analysis Based Course Design

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Abstract

This research aims to find out the needs and to design a course for the political sciences based on need analysis. To achieve this goal, a need analysis approach was employed with survey and interview to the social and political science students of Hasanuddin University and the professionals of political sector in the Banyumas Regional Government. The data collected were analysed using language-centred course design approach. The study highlights the specific language skills and communication needs in politics. It provides insights for designing a tailored ESP course by recommending relevant materials, authentic political texts, and interactive activities to enhance language proficiency and political literacy. The implications of this research are significant for English language educators, curriculum designers, and policymakers in the field of political education. By addressing the specific needs of students and providing them with appropriate language support, this study is beneficial to contribute to the academic and professional success of students in the political sector with English.

Keywords: *ESP; Politics; Need Analysis; Course Design*

A. Introduction

English for Specific Purposes (ESP) has gained considerable attention in language education, focusing on developing language skills tailored to specific professional contexts. One of the most researcher-known subfields of English as a Foreign Language, ESP was created based on the needs and potential interests of learners (Agustina, 2014). The purpose of ESP is to use English in a certain field or domain, and it refers to the teaching and mastery of English as a second or foreign language (Fitria, 2019). Needs analysis also plays a crucial role in ESP, highlighting the organized evaluation of learners' language requirements and goals in their particular professional environments. ESP's foundation is rooted in the acknowledgment that language teaching should have a clear purpose and align with learners' practical communication needs (Trujeque-Moreno et al., 2021).

In the realm of political affairs, there is a growing need for English language proficiency among students aspiring to succeed in the political sector. The English for Political Sciences then encourages the growth and improvement of the students' English as a Foreign Language skill through a variety of methods and techniques. Many people still find difficulties to converse in English, despite the fact that it is a common language (Harrison, 2019). The role of ESP, particularly in English for Political Sciences is to enable students and professionals to communicate proficiently and effectively in English, as it is widely recognized as the global lingua franca of diplomacy, international relations, and political discourse.

English for Political Sciences (EPS) takes center stage. EPS specifically caters to the language needs of learners studying or working in the field of Political sciences. It is designed to equip students with language skills relevant to their academic pursuits, research activities, and professional engagements in the political arena (Šulovská, 2016). ESP courses may encompass specialized language instruction related to political ideologies,

theories, and concepts, as researcher as skills necessary for political analysis, policy development, and diplomatic negotiations (Hadj Djelloul & Melouk, 2022).

To effectively address this need, it is crucial to analyze the specific needs in designing ESP courses for the political context. Need analysis in ESP learning is very important because it aims to present the desires, needs, and deficiencies of learners before conducting training. One of the efforts made to make language teaching and learning more effective is language needs analysis (Montazeri et al., 2016). Nuriya Axmedovna et al. (Nuriya Axmedovna et al., 2019) said that need analysis is an important and main step that helps identify the needs, desires and prerequisites of learners/trainers and also identifies their language background and preferences in an effort to design a successful and effective course or training.

Needs analysis in ESP is a systematic approach to identify learners' specific language requirements and goals. It involves gathering comprehensive data through interviews, questionnaires, and observations to tailor the curriculum to meet learners' needs effectively. This learner-centered technique ensures contextually relevant language instruction and equips students with essential communication skills for success in their field or profession (Korotkina, 2014).

Need analysis is a step in a course design. Course design in English for Specific Purposes (ESP) is a critical process that involves planning and structuring the curriculum to meet the specific language needs of learners in their chosen professional or academic domains. The course design aims to create a learner-centered and contextually relevant learning experience that addresses the practical communication requirements of the target learners (Kareva, 2013).

The ESP Course Design theory for Political sciences emphasizes a learner-centered approach based on needs analysis. Its tailors' language

instruction to learners' specific requirements in the Political sciences domain. The design includes contextualized content, authentic materials, task-based learning, and interactive activities to enhance learners' language proficiency and practical communication skills in Political sciences settings. Instructors play a key role in guiding and facilitating learners' language development within their academic and professional contexts.

This research aims to find out the needs and to design a course for the political sciences based on need analysis conducted from the social and political science students of Hasanuddin University and the professionals in the political sector of the Banyumas Regional Government. Ultimately, by addressing the specific language needs of students and offering targeted language support, the research aspires to make a meaningful contribution to the academic and professional success of individuals in the political sector who are seeking to engage effectively with English in their studies and careers. Hence the researchers will conduct a study entitled “English for Political Sciences: The Need Analysis Based Course Design” by answering the following questions:

1. How is the need analysis in English for Political Sciences?
2. How is the course design of English for Political Sciences based on need analysis?

In connection with the problems above, the main objective of this research, are:

1. To analyze the needs of students in English for Political Sciences.
2. To design a course of English for Political Sciences based the need analysis.

This research holds implications for English language educators, curriculum designers, and policymakers in the field of political education. By tailoring ESP courses to the unique requirements of the political context,

this study seeks to provide students with the necessary language skills to communicate effectively and engage in political discourse.

The findings of this study can shed light on the areas where students require additional support and development to effectively navigate the political sector. The results will contribute to the design an ESP course that integrates relevant language skills, political vocabulary, and discourse patterns.

B. Methods

Research Design

This research employed a need analysis method to analyse the needs in designing English for Specific Purposes (ESP) courses for the political context. The course design used Language-centred course design approach formulated by Hutchison and Waters (1987). The research methodology encompassed several key components, including research design, population and sample selection, data collection techniques, tools or instruments used, and data analysis methods. There are two categories of data quantitative, and qualitative data. The quantitative data were gathered from questionnaire responded by designated participants. To gather comprehensive data, a combination of interviews and surveys was utilized. In depth interviews researcher conducted with selecting participant to explore their individual needs and experiences related to English language learning in the political context. Surveys researcher employed to collect broader quantitative data, capturing the students' need in English for Political Sciences (Triristina & Khabib, 2021).

In a Mix-method based research, Need Analysis is considered as the first move. In regard to this, this research focused on the Need Analysis of ESP for Political Sciences, therefore a triangulation research design was

utilized combining both quantitative and qualitative. Quantitative method was used to gain information from all the questionnaire was distributed online. The qualitative data were gathered through interview sessions held with some of the respondents of research.

Research Instrument and Participants

The data of this research were collected using an online survey, and interviews about individual entitled to the topic discussed. The survey is objected to reveal the attitude, behavior, beliefs, and arguments of the respondents about their needs of English skills in political setting (Cohen et al., 2015). In this research, a questionnaire was used as the primary tool to obtain the quantitative data. The questionnaire served to investigate the skills and attitude of participants toward ESP. The data gathered from the questionnaire were directly analyzed quantitatively using basic statistical procedures. To collect the data, the researcher distributed the questionnaire to respondents using Google form. By tabulating the data with Likert Scale, The Likert Scale Questionnaire is a measurement scale used to assess a respondent's level of agreement with given statements (Pranatawijaya et al., 2019). This scale consists of several categories that can be employed to gauge a respondent's perspective, namely:

1. Strongly Agree: Respondents who hold a very affirmative view regarding a specific topic or concept (Index 80% – 100%)
2. Agree: Respondents who hold a generally positive view on a particular topic or concept, though not extremely so (Index 60% – 79,99%).
3. Neutral: Respondents who neither have a positive nor negative view on a specific topic or concept (Index 40% – 59,99%).
4. Disagree: Respondents who have a negative view on a particular topic or concept (Index 20% – 39,99%).
5. Strongly Disagree: Respondents who have a very negative view regarding a specific topic or concept (Index 0% – 19,99%).

The qualitative data were gathered from interviews conducted to several respondents. The interview is carried out to support the quantitative data.

The respondents are Merdeka Belajar Kampus Merdeka (MBKM) students affiliated with the social and political science faculty at Hasanuddin University, comprising a sample of twelve (12) students. These students are selected from various Indonesian outbound universities such as Universitas Gadjah Mada, Universitas Indonesia, Universitas Sriwijaya, Universitas Muhammadiyah Yogyakarta, Universitas HKBP Nommensen Medan, President University, among others. The selection encompasses students enrolled in diverse departments, including Political Sciences, Government Science, International Relations, Communication Science, Anthropology, and Sociology.

Additionally, the research extends to include interviews with four (4) professionals in the political sector of the Banyumas Regional Government. These professionals hold key positions, including the Adjutant, Chief's personal assistant, administrative staff, Chief's protocol, and communication officer. The selection of participants was conducted through purposive sampling, ensuring that individuals chosen possess relevant knowledge and extensive experience in the field.

The data analysis is started by downloading the answered questionnaires, and calculating the data using simple statistical procedure (Pallant, 2020). In order to obtain a deeper and detailed of the findings, the researcher conducted interviews to several participants (Pranoto & Suprayogi, 2020). This oral data is used to support and confirmed the finding and result of the analysis. The students' score was tabulated by using the following criteria from Ratnaningsih (2016): There are four aspects of students need, namely speaking, reading, writing, and listening. Each level has an assessment category: from excellent to very good, good to average, fair to poor, to very poor. The scores given are adjusted to each category, the minimum score is 1 and the maximum score for each category is 28. The assessment must be carried out according to the criteria in each category, so here the

researchers first read the students' needs and wants. The student's Needs calculating with the formula:

$$\frac{\text{Percentage Score \%}}{\text{Total Respodents Score}} = \frac{\text{Total Ideal Answer Score}}{\text{Total Ideal Answer Score}} = x100\%$$

Each aspect is added to one another. The total percentage and maximum score or aspect is $28 \times 5 = 140$.

C. Results

The results of the research revealed several key findings regarding the course design of English for Political Sciences in based on need analysis. In terms of needs, the analysis of qualitative data from interviews indicated that students expressed a strong desire for language skills and knowledge that are directly applicable to the political sector. They emphasized the importance of mastering political vocabulary, understanding political discourse, and developing effective communication strategies for political settings. Additionally, participants highlighted the need for materials and activities that simulate real-world political situations, allowing them to practice and refine their language skills within a political context.

The quantitative analysis of survey data provided further insights into students' perceptions. The survey results showed that a majority of participants recognized the significance of English proficiency in the political sector and believed that ESP courses specifically tailored to political affairs would be beneficial. Participants expressed positive attitudes towards the integration of authentic political texts and interactive activities in ESP instruction. They also emphasized the importance of practical application and experiential learning to enhance their understanding and skills in the political domain.

Survey and Interview Results

Student’s Needs Analysis

The results indicate that students are aware of the relevance of English proficiency in the political sector and recognize the value of tailored ESP courses. This awareness highlights their motivation to acquire the necessary language skills and knowledge to excel in political contexts. It is crucial for educators and curriculum designers to maximize this motivation and develop ESP courses that effectively meet students' needs and expectations.

Table 1. Student Expectations: Needs and Wants

Expectations (needs and wants) for the ESP course to help me:	Strongly agree %	Agree %	Neither agree, nor disagree %	Disagree %	Strongly disagree %
The types of ESP skills that need to be emphasized are specified in the Political Science Department curriculum.	33,3	50	16,7	0,0	0,0
ESP skills can help Political Science students understand political literature in English.	33,3	58,3	8,3	0,0	0,0
Political Science students are considered capable of using English effectively in political analysis to a certain degree.	8,3	41,7	50	0,0	0,0
The obstacles or barriers often faced by Political Science students in using English in political analysis have been identified.	16,7	50	33,3	0,0	0,0
The ESP teaching techniques or strategies implemented in the Political Science curriculum are in	16,7	58,3	25	0,0	0,0

accordance with the needs of students.					
Gain the knowledge and skills for written communication that I will need throughout my professional career	33,3	50	16,7	0,0	0,0
Gaining the knowledge and skills to understand specialized texts that I will need during my professional career	16,7	75	8,3	0,0	0,0
Gaining the knowledge and speaking skills I will need throughout my professional career	33,3	58,3	8,3	0,0	0,0
Gained the knowledge and skills to read that I will need throughout my professional career	33,3	41,7	25	0,0	0,0
Gained the knowledge and skills to translate specialized texts that I will need during my professional career	8,3	66,7	25	0,0	0,0

The table 1 provides a detailed insight into students' expectations and preferences regarding the English for Specific Purposes (ESP) course. The analysis reveals several key points. Firstly, a majority of students (33.3%) acknowledge that the ESP skills emphasized in the course align with the Political Science Department curriculum. Additionally, a significant proportion (58.3%) believe that ESP skills facilitate understanding of political literature in English, highlighting the course's relevance to academic pursuits. However, opinions are divided on the students' confidence in using English effectively for political analysis, with only 41.7% expressing agreement. Moreover, most students (50%) recognize that obstacles encountered in using English for political analysis have been identified, indicating an awareness of challenges and the course's efforts

to address them. Despite this, the majority (58.3%) affirm that the ESP teaching techniques correspond with their needs, reflecting positively on the course's instructional methods. Furthermore, students unanimously stress the importance of acquiring knowledge and skills relevant to their professional careers, such as written communication (33.3%), understanding specialized texts (75%), speaking skills (58.3%), reading (41.7%), and translation (66.7%). Overall, the analysis portrays a generally positive perception of the ESP course among students, although certain areas, such as English usage in political analysis, may require further attention and support.

Table 2. Studying the ESP Needs

Expectations (needs and wants) for the ESP course to help me:	Strongly agree %	Agree %	Neither agree, nor disagree %	Disagree %	Strongly disagree %
Gaining knowledge of specialized vocabulary that I will need during my professional career	41,7	50	8,3	0,0	0,0
Acquire and improve the knowledge in grammar (Grammar) that I need during my professional career	16,7	75	8,3	0,0	0,0
Acquire knowledge and skills about the styles and registers typical of my professional field	25	41,7	33,3	0.0	0,0
Acquire and improve my knowledge and skills in solving problems related to communication in a foreign language so that I enjoy successful career development in my professional field	25	58,3	8,3	8,3	0,0

Acquire and improve my knowledge and skills in intercultural communication so as to enjoy successful career development in my professional field	8,3	66,7	25	0,0	0,0
I need to get deeper Political Vocabulary, such as dictatorship, sovereignty, bureaucracy, political parties and so on.	58,3	25	16,7	0,0	0,0
I need to get more in-depth International Politics Vocabulary, such as intervention, economic sanctions, regional integration, and so on.	50	25	16,7	0,0	8,3

The table 2 presents the survey results regarding students' expectations towards the ESP (English for Specific Purposes) course. The majority of students agree that the ESP course can help them gain knowledge of specialized vocabulary needed in their professional careers (91.7%), improve grammar skills necessary for their professional careers (91.7%), understand the styles and registers typical of their professional field (66.7%), enhance intercultural communication skills (75%), and delve into political and international politics vocabulary (58.3% and 50% respectively). This reflects students' awareness of the importance of mastering various language skills and specific knowledge to achieve success in their professional careers.

Table 3. Student Expectations: Engagement and Motivation

Expectations (needs and wants) for the ESP course to help me:	Strongly agree %	Agree %	Neither agree, nor disagree %	Disagree %	Strongly disagree %
Includes interactive tasks that will increase my	41,7	50	8,3	0,0	0,0

interest and motivation to learn					
Includes work on the Internet and social media platforms that will increase my interest and motivation to learn	25	58,3	16,7	0,0	0,0
Provides the opportunity to suggest specific topics that will increase my interest and motivation to learn	25	66,7	8,3	0,0	0,0
Provides opportunities to discuss with teachers and my colleagues to optimize academic programs that will increase interest and motivation to learn	50	33,3	16,7	0,0	0,0

Table 3 presents the students' expectations regarding engagement and motivation in the ESP course. The results indicate that there is a strong agreement (41.7%) and agreement (50%) that including interactive tasks would increase their interest and motivation to learn. Similarly, a significant proportion agrees (58.3%) that incorporating work on the Internet and social media platforms would enhance their engagement. Additionally, the majority agrees (66.7%) that providing the opportunity to suggest specific topics would contribute to their interest and motivation. Interestingly, while half of the students agree that discussing with teachers and colleagues to optimize academic programs would boost their motivation, a notable proportion (33.3%) disagrees, suggesting some variance in preferences regarding collaborative learning approaches. Overall, the findings underscore the importance of incorporating interactive and collaborative elements in the ESP curriculum to enhance student engagement and motivation.

Table 4. Module

Expectations (needs and wants) for the ESP course to help me:	Strongly agree %	Agree %	Neither agree, nor disagree %	Disagree %	Strongly disagree %
I need material in MODULE 1 about International Relations	33,3	33,3	25	8,3	0
I need material in MODULE 2 about The Global Economy	16,7	58,3	25	0	0
I need material in MODULE 3 about Peace, Security and Defense	25	50	25	0	0
I need material in MODULE 4 about THE EURO-ATLANTIC SPACE	33,3	50	16,7	0	0
I need material in MODULE 5 about the Asia Pacific Area	33,3	50	16,7	0	0
I need material in MODULE 6 about The Middle East and Africa	25	66,7	8,3	0	0
I need material in MODULE 7 regarding Final Bachelor Work (BFP)	25	66,7	8,3	0	0

The table 4 presents the students' expectations and needs regarding various modules within the ESP course, along with the corresponding percentages. It is evident that certain modules receive higher levels of agreement from the students. For instance, in **"The Global Economy"** module, 58.3% of students agree and 16.7% strongly agree on the need for materials, making it the module with the highest combined agreement percentage. Conversely, **"Peace, Security and Defense"** and **"The Middle East and Africa"** modules also receive substantial agreement percentages, with 50% and 66.7% respectively agreeing on the necessity of materials. However, there is a more mixed response to modules like **"International**

Relations" and **"The Euro-Atlantic Space"** where the agreement percentages range between 33.3% to 50%. Notably, no students strongly disagree with any module, indicating a general consensus on the relevance of these topics. This data underscores the importance of considering student preferences and priorities in designing and implementing ESP course modules.

Professionals in the Political Sector of The Banyumas Regional Government Needs

Analysis

Based on the interviews conducted with four professionals from the political sector in the Banyumas Regional Government, namely an aide, personal assistant of the Regent, administrative staff, and protocol and communication officer of the Regent, the following findings were gathered regarding their English language needs for political science:

1. Professional Information:

- The tasks and activities they use English for include drafting official correspondence, communicating with foreign dignitaries, attending international conferences, and presenting reports. (Participant B, and C)
- Objective needs include the ability to articulate political positions clearly, negotiate effectively in diplomatic settings, and comprehend complex policy documents. (Participant A, and D)

2. Personal Information:

- Previous learning experiences vary, with some having received formal English education while others relied on self-study or on-the-job exposure. (Participant A)
- Cultural factors influence their attitudes towards English language learning, with some viewing it as essential for career advancement while others perceive it as a secondary skill. (Participant A, C, and D)
- Expectations of the course include improving communication skills, enhancing job performance, and increasing confidence in English language usage. (Participant C)

3. English Language Information:

- Current skills range from basic conversational proficiency to advanced writing and presentation abilities. (Participant A, and C)
- Language use primarily revolves around daily communication tasks, with limited exposure to academic or specialized political discourse. (Participant A, B, and C)

4. The Learners' Lacks:

- Gaps exist in their ability to express nuanced political ideas in English, understand complex policy terminology, and engage in formal diplomatic discourse. (Participant A, and C)
- Common deficiencies include grammar errors, limited vocabulary, and difficulty in structuring coherent arguments in English. (Participant B, and D)

5. Language Learning Information:

- Learners express a desire for interactive and practical learning methods, including role-playing exercises, case studies, and language immersion activities. (Participant B, C, and D)
- Strategies for improving language skills include regular practice, exposure to authentic political materials, and receiving constructive feedback from language instructors. (Participant A, and D)

6. Professional Communication Information:

- Knowledge of how language and skills are used in political contexts is crucial for effective communication with international counterparts, drafting diplomatic agreements, and representing the region on a global stage. (Participant C, and D)
- Understanding discourse patterns, rhetorical strategies, and genre conventions in political communication is essential for achieving professional objectives. (Participant A, B, and D)

7. Course Expectations:

- Learners seek a course that addresses their specific language needs for political science, focusing on practical skills development, real-world applications, and opportunities for networking and collaboration. (Participant C, and D)

8. Course Structure and Delivery:

- Learners prefer a blended learning approach incorporating both face-to-face instruction and online resources. (Participant A, B, and D)
- Flexibility in scheduling and personalized learning plans are essential to accommodate diverse learning styles and work commitments. (Participant B, C, and D)
- Integration of authentic political materials, guest lectures from industry experts, and interactive learning activities are desired to enhance engagement and relevance. (Participant A, B, and D)

The interviews with professionals from the political sector in the Banyumas Regional Government reveal diverse English language needs. They engage in tasks like drafting official correspondence and negotiating diplomatically, emphasizing clear articulation of political positions and comprehension of complex policy documents. While some view English as essential for career advancement, others see it as secondary. Their proficiency varies, primarily focusing on daily communication with limited exposure to specialized political discourse. Identified lacks include difficulty in expressing nuanced ideas and grammar errors. Learners prefer interactive learning methods and seek courses tailored to their needs, emphasizing practical skills development and real-world applications. They prefer a blended learning approach with flexibility in scheduling and personalized learning plans, integrating authentic political materials and interactive activities to enhance relevance and engagement. This analysis underscores the importance of tailored language education for professionals in the political sector.

Need Analysis Based Course Design

In the domain of political sciences, proficient communication stands as a fundamental pillar of efficacy. The discernment of political discourse intricacies, delivery of compelling orations, and adeptness in diplomatic negotiations are quintessential competencies for budding professionals in this sphere. To address this exigency, the "English for Political Sciences"

course has been meticulously curated. Table 5 unravels the intricate blueprint of this course, delineating its objectives, methodologies, and student prerequisites. The essence of this course design, which aims to provide individuals with the linguistic proficiency and strategic prowess necessary to navigate the complicated terrain of political affairs.

Table 5. English for Political Sciences Course Design

Course Name	"English for Political Sciences"
Course Goals	To develop effective communication skills specific to the field of political affairs, enabling students to excel in professional settings.
Course Objective	1. The students can analyze and interpret political texts, speeches, and documents, extracting relevant information and understanding the underlying messages. 2. The students can effectively deliver political speeches and presentations, utilizing persuasive techniques and rhetorical strategies appropriate to the political context. 3. The students can engage in political negotiations and diplomatic discussions, employing effective communication strategies to achieve desired outcomes. 4. The students can critically evaluate and respond to political debates, articulating their opinions and supporting their arguments with evidence and logical reasoning. 5. The students can write concise and persuasive political reports, policy briefs, and position papers, adhering to the appropriate style and format. 6. The students can engage in diplomatic correspondence, including writing formal letters, emails, and diplomatic notes, with accuracy and professionalism. 7. The students can demonstrate active listening skills in political contexts, understanding nuances, detecting bias, and effectively responding to various perspectives. 8. The students can conduct research on political topics, gathering and synthesizing information from reliable sources, and presenting their findings in a coherent manner. 9. The students can analyze and navigate political discourse in media sources, identifying bias, interpreting implications, and critically evaluating information. 10. The students can adapt their communication style and strategies to effectively interact with individuals from different cultural backgrounds in political settings.

Learning Method	Combination of lectures, group discussions, role-plays, case studies, presentations, and language practice activities.
Time/Duration	108 Hours (@45 minutes)
The Students Requirements	• Minimum age: 18 years • Educational background/profession: Professionals or students pursuing careers in political affairs, international relations, diplomacy, or related fields. • Level of English: a. Intermediate to advanced proficiency in English. Students should have a solid foundation in English grammar, vocabulary, and reading comprehension. b. Basic understanding of political concepts and terminology is preferred but not mandatory.

The "English for Political Sciences" course is designed to equip students with the necessary communication skills tailored to the field of political affairs. Through a comprehensive set of objectives, the course aims to empower students with the ability to analyze political texts, deliver persuasive speeches, engage in diplomatic discussions, and critically evaluate political debates. The course offers practical training in writing concise and persuasive reports, conducting diplomatic correspondence, and navigating political discourse in media sources. The teaching methodology incorporates a variety of interactive activities to enhance language proficiency and facilitate practical application. The course spans 108 hours of instruction, catering to professionals and students seeking careers in political affairs, international relations, diplomacy, or related fields. A solid foundation in English grammar, vocabulary, and reading comprehension is required, with a preference for basic knowledge of political concepts and terminology (Siddiqui, 2020).

D. Discussion

The findings of this study underscore the unique language needs of students in the political context. The identified needs align with the purpose of ESP, which aims to equip learners with the language skills

required for specific professional domains. In the political sector, effective communication plays a critical role in influencing, persuading, and engaging with various stakeholders. Therefore, designing ESP courses that address these specific needs can significantly enhance students' language proficiency and prepare them for success in political affairs.

The integration of authentic political texts and interactive activities emerged as significant aspects of ESP instruction. Authentic materials expose students to real-world language use in political settings, facilitating their understanding of political discourse and vocabulary. Interactive activities, such as role-plays and simulations, allow students to actively engage in political communication and develop practical skills. Incorporating these elements into ESP courses can provide students with opportunities for authentic language practice and enhance their overall language proficiency.

The findings of this research have practical implications for English language educators and curriculum designers in the field of political education. The identified needs and preferences of students can guide the development of ESP courses that are specifically tailored to the political context, ensuring the relevance and effectiveness of language instruction. By addressing these needs, educators can empower students to become confident communicators in political affairs and contribute meaningfully to the political sector.

It is important to acknowledge the limitations of this study. The research focused on a specific university and regional government, which may limit the generalizability of the findings to other contexts. Future research could encompass a broader range of institutions and political settings to enhance the external validity of the results. Additionally, the study primarily relied on self-reported data, which may be subject to biases. Combining qualitative and quantitative data provided a comprehensive understanding of students' needs and perceptions, but further research could explore

additional methods for data triangulation and validation.

Overall, this study contributes to the growing body of research on ESP in the political context. The identified needs and perceptions of students provide valuable insights for the development of effective ESP courses that equip learners with the language skills necessary for success in the political sector. By addressing these needs, educators can empower students to navigate the intricacies of political communication and make meaningful contributions to the political domain.

The Identified Needs of English for Political Sciences

In the realm of ESP for the political context, previous studies have shed light on the specific needs expressed by students aspiring to succeed in political affairs. Research has emphasized the importance of identifying and addressing these needs to develop effective ESP courses tailored to the political sector. Several key areas have emerged regarding the language skills and knowledge required by students in the political context.

One area of identified need is the acquisition of political vocabulary. Students recognize the significance of mastering specialized terminology and discourse patterns specific to political affairs. They require a deep understanding of political terms, jargon, and concepts to effectively communicate and engage in political discourse (Gagarina et al., 2020).

Additionally, students express the need for a strong foundation in political discourse analysis. The ability to analyze and understand political texts, speeches, and debates is crucial for effective communication in the political sector. Students seek to develop skills in critically evaluating political messages, identifying persuasive techniques, and comprehending nuanced political arguments (Faiza et al., 2022).

Another identified need revolves around intercultural communication competence in the political context. Students acknowledge the importance

of understanding cultural nuances, diplomatic protocols, and etiquette in political settings. They strive to develop the ability to navigate cross-cultural interactions and build relationships with individuals from diverse political backgrounds (Susanto et al., 2023).

Furthermore, students highlight the need for practical skills in political communication, such as public speaking, negotiation, and debate. They seek opportunities to enhance their oratory skills, refine their persuasive techniques, and effectively articulate their political viewpoints. Practical application of these skills within a political context is crucial to their development as effective communicators (meilinda Ummul ma'rufa, 2023).

Students also express the need for knowledge in political systems, institutions, and processes. Understanding the intricacies of political structures, policy-making, and governance is vital for meaningful engagement in the political sector. They seek to acquire in-depth knowledge of political frameworks, current affairs, and the functioning of governmental bodies (Owen & Soule, 2015).

The Competence to Achieve of English for Political Sciences

The mastery of English within the realm of political sciences demands a diverse skill set, encompassing various aspects from greetings to diplomatic correspondence. To facilitate this proficiency, the table below meticulously delineates the specific competencies essential for navigating the complexities of political discourse. Each competence is meticulously curated, addressing fundamental areas such as political terminology, communication strategies, and cross-cultural competencies. With a clear focus on both theoretical understanding and practical application, the table serves as a comprehensive roadmap, allocating study hours according to the significance and depth of each competency.

Table 6. English for Political Sciences Competencies

No	Competence	Topic	Duration (hour)
1	Greetings	a. Greeting someone with various expressions b. Responses c. Good Byes	4 hrs
2	Introduction	a. Introducing oneself b. Introducing others c. Introducing the political field sector and staffs	8 hrs
3	Political Terminology	a. Key political terms and concepts b. Understanding political ideologies and systems	3 hrs 5 hrs
4	Political Communication	a. Effective listening and note-taking skills b. Public speaking and delivering political speeches c. Persuasive writing in political contexts	2 hrs 4 hrs 6 hrs
5	Political Debates	a. Analyzing and evaluating arguments b. Constructing and presenting persuasive arguments c. Engaging in structured political debates	4 hrs 4 hrs 6 hrs
6	Political Negotiations	a. Analyzing and evaluating arguments b. Constructing and presenting persuasive arguments c. Engaging in structured political debates	4 hrs 4 hrs 6 hrs
7	Media Literacy	a. Analyzing and interpreting political media b. Detecting bias and evaluating information c. Engaging with media sources in political context like The Global Economy issue and united of Peace, Security and Defense.	3 hrs 4 hrs 4 hrs

8	Cross-Cultural Communication in Politics	a. Cultural awareness and sensitivity	3 hrs
		b. Interacting with individuals from different cultural backgrounds	4 hrs
		c. Navigating cross-cultural political contexts	4 hrs
9	Research Skills in Political Affairs (B/MFP)	a. Conducting research on political topics	4 hrs
		b. Evaluating and synthesizing information	4 hrs
		c. Presenting research findings	6 hrs
10	Diplomatic Correspondence	a. Writing formal letters and diplomatic notes	4 hrs
		b. Drafting diplomatic emails	3 hrs
		c. Practicing diplomatic writing styles	4 hrs

The Competence to Achieve of English for Political Science provides a comprehensive and well-structured program to equip learners with essential language skills for effective communication in the political field. The topics covered range from basic greetings to advanced skills such as cross-cultural communication and diplomatic correspondence. The program also emphasizes research skills and media literacy, fostering critical thinking and information evaluation. The inclusion of political debates and negotiations enhances learners' ability to engage in meaningful discussions and advocacy. Overall, this competence list caters to learners' needs, ensuring they acquire the language proficiency necessary for success in their academic and professional pursuits (Petroni & Sindoni, 2017)

E. Conclusion

In conclusion, this research has delved into the needs of students in designing English for Specific Purposes (ESP) courses for the political context. The identified needs and the course design provide valuable insights for the development of targeted and effective ESP courses that empower students to succeed in the challenging realm of political affairs.

The findings highlight that students aspiring to excel in the political sector recognize the importance of mastering political vocabulary, understanding political discourse, and developing effective communication strategies specific to political contexts. They express the need for materials and activities that simulate real-world political situations, allowing them to practice and refine their language skills within a political context.

This research holds practical implications for English language educators, curriculum designers, and policymakers in the field of political education. By aligning ESP courses with students' identified needs and incorporating their perceptions, educators can develop courses that enhance students' language proficiency, political literacy, and practical skills. These courses can equip students with the necessary language tools and knowledge to effectively engage in political discourse and contribute meaningfully to the political sector.

It is essential to acknowledge the limitations of this study. The research focused on a specific university and regional government, which may limit the generalizability of the findings to other contexts. Future research could encompass a broader range of institutions and political settings to enhance the external validity of the results. Employing a mixed-methods approach and incorporating multiple data sources could provide a more comprehensive understanding of students' needs and perceptions in designing ESP courses for the political context.

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